ED 439 219 AA 001 320

Resources in Education (RIE). Volume 35, Number 9.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

LANGUAGE- English

EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 439 220 CE 079 534

Iowa School-to-Work Employer Participation Ideas. Developing a Workforce.

PUB DATE- 98

NOTE- 14p.; "Developed in Cooperation with the Iowa Department of Economic Development, Iowa Workforce Development, Iowa Department of Education, South Central Iowa Federation of Labor, AFL-CIO, and the Iowa Association of Business and Industry."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Apprenticeships; Career Education; Career Exploration; Cooperative Education; Cooperative Planning; *Education Work Relationship; Educational Cooperation; Elementary Secondary Education; Employment Practices; Guidelines; Internet; Internship Programs; Job Placement; Labor Force Development; Learning Activities; Part Time Employment; Partnerships in Education; *Program Implementation; *School Business Relationship; Shared Resources and Services; *Statewide Planning; *Vocational Education; *Work Experience Programs; World Wide Web

IDENTIFIERS- *Iowa; Job Shadowing; School Based Enterprises

Building Communities for Learning. Program Evaluation Report and BCL Case Studies, Fiscal Year 1998-1999.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 27p.; For the FY 1997-1998 BCL Final Report, see ED 427 213.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Agency Cooperation; *Community Cooperation; Cooperative Planning; *Cooperative Programs; Educational Cooperation; Educational Environment; Institutional Cooperation; *Literacy Education; Partnerships in Education; Program Effectiveness; Program Implementation; School Community Relationship
IDENTIFIERS- *Pennsylvania

The Pennsylvania State Coalition for Adult Literacy's Building Communities for Learning (BCL) Project was conducted to improve the delivery of adult basic and literacy education services through interagency collaboration and community-based planning at the local level. The project awarded community-based planning grants to locales through a competitive request for proposals process, and provided training and ongoing technical assistance to grant recipients to help them develop community-based planning groups and interagency collaboration. As a result, three additional sites were awarded BCL grants, received training and technical assistance, and are in the process of developing interagency collaborations. There are now 13 active BCL sites and all are beginning to see positive outcomes as a result of interagency collaboration and community-based planning efforts. Clients are being served more effectively and efficiently and are, therefore, less frustrated with the system, leading to increases in client participation and retention. The BCL Project will continue to assist communities in establishing interagency collaboration to improve the delivery of adult basic and literacy education services. (Case studies of seven sites selected as representative of the project were compiled through evaluation methods that included questionnaires and self-assessments and are included.) (KC)

ED 439 238 CE 079 840

FOCUS: Sharing Successful Projects. Final Report, FY 1998-1999. A 353 Special Demonstration Project.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Adult Basic Education; Basic Skills; Curriculum; *Demonstration Programs; English (Second Language); Evaluation Methods; *Information Dissemination; Learner Controlled Instruction; *Literacy Education; School Holding Power; *Student Evaluation; *Student Recruitment; Student Role; Success; Teacher Workshops

This final report describes the FOCUS project, which published 5 bulletins featuring reviews of 26 exemplary adult basic and

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Learning; Behaviorism; Comparative Analysis; *Continuing Education; Educational Benefits; Educational History; Educational Objectives; *Educational Philosophy; *Educational Trends; Feminism; Foundations of Education; General Education; Liberalism; Lifelong Learning; Literature Reviews; Position Papers; Postsecondary Education; Progressive Education; Social Change; State of the Art Reviews; Teacher Education; Teaching Methods; *Theory Practice Relationship; Trend Analysis; Womens Education; Womens Studies
IDENTIFIERS- Praxis; Progressivism; Radical Education; Radicalism

This document, which is intended as a primer for adult continuing education, contains 11 chapters examining the philosophical foundations of adult and continuing education. The chapter titles and authors are as follows: "Progressivism and Adult Continuing Education" (Michael Day); "Progressivism: An Anthology" (Andrea Reeve); "Progressivism; Instructional Models" (Donna L. Whitson); "Behaviorism" (Roy A Moxley); "Rediscovering the Value of Continuing Liberal Education for Practitioners" (William H. Young and Keith W. Krasemann); "Liberal Philosophies of Adult Continuing Education--An Anthology Overview" (J. Stephen Guffey and Lary C. Rampp); "Radical Philosophy: Social Vision and Social Change" (J. Randall Koetting and Martha W. Combs); "A Challenge for Women: Equal Power--A Response to 'Feminism and Adult Learning: Power, Pedagogy, and Praxis' by Elizabeth J. Tisdell" (Dorothy Trusock); "Feminism and Adult Learning: Power, Pedagogy, and Praxis (Elizabeth J. Tisdell); "Emerging Perspectives: Transformational Education--Instructional Methods" (Margaret Tobin and Dorothy Becker); "Through Chaos to Transformation: An Emerging Perspective for Adult Continuing Education" (Irene Karpiak); and "Emerging Philosophies and Orientations in Adult and Continuing Education" (Irene Karpiak). (Most papers contain extensive references.) (MN)

ED 439 257 CE 079 879

Dadzie, Stella, Comp.
Adult Education in Multi-Ethnic Europe: A Handbook for Organisational Change. International Perspectives in Adult Education, No. 19.
PUB DATE- 99
NOTE- 263p.; First published in Germany in 1997 by The Institute for International Cooperation of the German Adult Education Association (IIZ/DVV).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; Change Strategies; Check Lists; Continuous Progress Plan; Counseling Services; Counseling Techniques; Cultural Differences; Cultural Pluralism; Demography; Educational Needs; Educational Policy; Educational Trends; Equal Education; *Ethnic Groups; Flexible Progression; Foreign Countries; Glossaries; Inservice Teacher Education; *Instructional Development; Marketing; Migrants; Minority Groups; Models; *Multicultural Education; *Organizational Change; Outreach Programs; Policy Formation; Political Influences; Program Descriptions; Program Evaluation; Program Guides; Publicity; Resource Materials; Social Influences; Staff Development;

The Minnesota Family Investment Program, the Canadian Self-Sufficiency Project, and Milwaukee's New Hope Project are three antipoverty programs that were undertaken in the 1990s to end dependency on welfare by "making work pay." The impacts of all three programs were reviewed and compared to those of the Seattle/Denver Income Maintenance Experiment, which was a "negative income tax experiment" conducted in the 1970s in response to the mushrooming growth of welfare programs and policies that discouraged welfare recipients from taking jobs. The review focused on the following issues: (1) program impacts in the areas of promoting work and reducing poverty; (2) effects of targeting and program design on program impacts; (3) ways universal support programs might reduce work; and (4) unintended consequences of targeted work incentive programs. The comparative analysis confirmed that all three work incentive programs have effectively achieved their goals of increasing work and income among single parents without incurring many of the unintended negative consequences on employment among the working poor that plagued past welfare reduction policies. When work incentive programs were linked to participation mandates or conditioned on full-time work, they substantially increased the employment, earnings, and total income of long-term welfare recipients. (Contains 54 references.) (MN)

ED 439 274 CE 079 918

Bloom, Dan; Melton, Laura; Michalopoulos, Charles; Scrivener, Susan; Walter, Johanna
Jobs First: Implementation and Early Impacts of Connecticut's Welfare Reform Initiative.
SPONS. AGENCY- Connecticut State Dept. of Social Services, Hartford.; James G. Irvine Foundation, San Francisco, CA.; Alcoa Foundation, Pittsburgh, PA.; Department of Health and Human Services, Washington, DC.; Ford Foundation, New York, NY.; Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 00
NOTE- 216p.; Dissemination of MDRC Publications is supported by the Ambrose Monell Foundation.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Client Characteristics (Human Services); Comparative Analysis; Employment Level; Employment Patterns; *Employment Services; *Job Placement; Program Effectiveness; Public Policy; Salary Wage Differentials; *State Programs; Tables (Data); Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Connecticut; Impact Studies; Welfare Reform; *Welfare to Work Programs; Work Incentives

Connecticut's Jobs First program, which began operating in January 1996, combines a time limit on welfare receipt with generous financial work incentives and requires recipients to participate in employment-related services targeted toward rapid job placement. The impacts of the Jobs First program were examined by following several thousand welfare applicants and recipients who were randomly assigned to one of the following two groups in January 1996-February 1997: the Jobs First group (whose members were subject to the state's new welfare reform policies) and the Aid to Families with Dependent Children group (whose members were subject to prior welfare rules). Members of both groups were followed for up to 2.5 years. The following were among the major findings: (1) although the main features of Jobs First were successfully put in place in the research

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Delivery Systems; *Distance Education; *Educational Technology; Higher Education; *Instructional Design; Interaction; Internet; *Teacher Competencies; *Teacher Student Relationship; World Wide Web
IDENTIFIERS- *Texas A and M University; Video Teleconferencing

The instructional design interactions, practices, and strategies used by three selected instructors teaching distance education courses at Texas A&M University were examined in a case study. Data were collected through unstructured interviews, participant observations, and examination of course documents. The three instructors were selected so that the sample would meet the following criteria: all instructors were tenured or tenured-track faculty with previous experience delivering distance education; each instructor represented a different department; all instructors used varying instructional delivery technologies; and all instructors used synchronous and asynchronous forms of interaction in their courses. The instructors' approaches varied and were shaped by their previous professional experience with distance learning and distance delivery technology. Instructor A used a Web- and videoconferencing-based instructional delivery system and met with students in a 3-day face-to-face field trip. Instructor B used a videoconferencing-based delivery system and conducted a 3-hour face-to-face summative meeting. Instructor C used a Web-based delivery system and held a 6-hour face-to-face orientation meeting. It was concluded that if instructors are to be successful distance educators, they must be capable of using at least the following types of interaction: instructor-learner; instructor-content; instructor-technology; instructor-facilitator; instructor-peers; instructor-support staff/technicians; and instruction-institution. (Contains 28 references.) (MN)

ED 439 293 CE 079 945

Careers in Transportation: Moving Everyone and Everything--Everywhere.
PUB DATE- 00
NOTE- 102p.; "Prepared by Office of the Assistant Secretary for Administration, Office of Human Resource Management."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; *Career Education; Demand Occupations; Employment Opportunities; Labor Market; Labor Needs; Motor Vehicles; *Occupational Information; Secondary Education; *Transportation; Vehicular Traffic

This guide is designed to provide an overview of careers in transportation, a critical field employing about 10 million people in the United States. The guide is organized in seven sections that cover the following occupational clusters: (1) vehicle operation; (2) passenger assistance; (3) vehicle assembly and maintenance; (4) planning, engineering, and construction; (5) safety and the environment; (6) behind the scenes; and (7) special opportunities in transportation. For each occupation, the number of people working in the occupation, the types of jobs available, the training needed, individuals and families, and subsequently how it is affecting the counseling profession. This involves new ways of counseling using technological resources, and counseling techniques for concerns brought about by technology. Other topics covered include insights from mother-daughter groups, behavior counseling for parents with special children, human rights education, and career counseling. All presentations are included. The 52 papers include: (1) "The Homeroom Teacher's Role in Psychological Counseling at School" (W. Guodong); (2) "A Study of Family Therapy for Student Counseling" (O. Honda); and (3) "Technology and the School Counselor" (D. Coy and C. Minor). (JDM)

ED 439 313   CG 029 880

Kurato, Yoshiya
How Technology Is Influencing Families in Japan.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Counseling; *Family Counseling; Foreign Countries; *Science and Society; Stress Management
IDENTIFIERS- Japan; *Technological Change

Before making determinations about counseling people who have been harmed by technology, counselors need to identify the problems and symptoms. The paper states that this approach is similar to what occurs with other family counseling issues. The only difference noted is that this counseling is more focused on what happens inside families from a family therapeutic point of view, not only paying attention to those clients who are harmed but also to the family systems in which the problems or symptoms occur. The paper stresses the importance of attending to those who feel they are not catching up with the constant and rapid change in technology. Listening with simple acceptance is an effective technique for those who have a fear of micro-electronic systems. For those tired of technology, a trip to a natural setting is helpful. The stress management model used for teacher burnout is useful for clients who have stress and depression. The model contains a recognition stage, contact stage, and insight stage that helps clients identify the degree of stress, aids in discovering the meaning of their struggle, and helps them gather insight into their experience. The paper particularly focuses on counseling Japanese high school students. (Author/JDM)

ED 439 314   CG 029 881

Soong, Cecilia
A Vision of an Intelligent Island.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Cultural Influences; Foreign

guidance, emphasizing self-management, and reducing test anxiety. (JDM)

ED 439 335 CG 029 904

Bartholomew, Cheryl; Costello, Jeanne
Cross-Cultural Caring: Global Solutions for Empowering Females.
PUB DATE- 97
NOTE- 6p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Cultural Influences; *Empowerment; *Females; *Guidance Programs; *Sex Discrimination; Sex Role; Social Influences

Worldwide restricted roles based on gender and imposed by culture diminish girls' self-esteem, undermine their ambition, and limit their potential. Girls and young women move towards adulthood in social systems that negatively affect them educationally, psychologically, and physically. This paper describes "Horizons: 2000," a unique developmental program which is designed to specifically address the concerns of females today. It describes the curriculum as an educational program that focuses on enhancing females' self esteem, exploring attitudes toward women's roles in society, recognizing and confronting limitations caused by stereotypes, and exploring non-traditional career and lifeplanning choices and consequences. The developmental framework of the Horizons: 2000 curriculum is based on the career development theory of Ginzberg, Ginzberg, Axelrod, and Herma (1951) which recognized the link between vocational choices and adolescent development. The paper concludes that girls of all ages and from diverse backgrounds need programs like this to develop their self-esteem and self-confidence in order to confront and change negative cultural practices. It notes the need for educators and counselors to promote gender-equity and educational funding to implement gender-fair programs to challenge stereotypic messages girls worldwide are receiving. (Contains 14 references.) (JDM)

ED 439 336 CG 029 905

Hurley, Audrey H.
Understanding the Relationship between Learning Style and Multiculturalism for School Counselors.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counseling; *Diversity (Student); Dropout Research; Elementary Secondary Education; *Individual Differences; *Minority Group Children; *School Counselors; *Underachievement

A major concern of educators, counselors, and parents in the United States and throughout the world has been the costs and consequences of the high number of at-risk and dropout minority the principles of adolescent education and counseling; and (5) the development of sexuality education and counseling. Section two provides survey data on the sexual development of Chinese youth and how it compares with youth in other countries. It concludes that adolescent education and counseling will develop faster in the future in China. It states that the direction of future work in adolescent life education will establish the standard of maturity of adolescent physiological growth, psychological development, and sexual morals. It suggests that China draw lessons from foreign countries in the theory and method on sexuality education. (Contains 11 references.) (JDM)

ED 439 357   CG 029 930

Sandhu, Daya Singh
Human Dignity, Decency and Integrity as the Sine Qua Non of Human Rights Education: A Proactive Conceptual and Practical Framework for Promotion of World Peace.
PUB DATE- 97
NOTE- 5p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; *Critical Thinking; Ethics; *Global Education; Human Dignity; *Human Relations; *Peace; World Views

This paper underscores the significance of personal dignity, decency, and integrity as the core values and symbionic concepts to promote human rights education. It proposes a proactive model with philosophical ramifications and practical applications proposed for educators, researchers, and mental health practitioners interested in human rights issues and global peace. The model assumes that matters relating to ethics and values rather than economic and political structures play a prominent role in causing and resolving problems at all levels: local, social, and international. The goal of the model is to inculcate moral sensitivities that are necessary for people to become responsible, genuine, and caring global citizens. The paper states that human rights actions have to become a priority, and educators have to develop new attitudes of empathy, genuineness, and respect. Major emphasis is placed on developing and enhancing critical thinking. The paper also lists some of these strategies as: intellectual curiosity, open-mindedness, flexibility, intellectual honesty, and respect for others' viewpoints. (JDM)

ED 439 358   CG 029 931

Zheng, Richang; Zhang, Wen; Li, Tan; Zhang, Shanshan
The Development of Counseling and Psychotherapy in China.
PUB DATE- 97
NOTE- 9p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese Culture; *Counseling; Counselor

ED 439 379 CG 029 957

Peo, Myra Morris; Hollenbeck, Bonnie M.
Benevolent Dictation to Guidance Abandonment.
PUB DATE- 98
NOTE- 6p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; *Career Choice; *College Students; *Decision Making Skills; Elementary Secondary Education; Foreign Countries; Higher Education; Parent Child Relationship; *Parent Role; Participative Decision Making

American "Baby Boomer" parents are organizing their elementary students' lives to automaticity. In the early grades, most students find this structure comfortable. Often by secondary school these parents step back, respecting their children's wishes. Here, however, the students face life and career selection with poor decision-making skills. This type of parenting style often leaves the students poorly prepared in decision-making skills. College professors have observed many students taking five or more years to obtain a bachelor's degree. This paper describes a research project that sought information from 15 other countries on how they work with these students. The five-year student was found to be the norm in colleges for many reasons. Increasing curricular demands, changing majors, and hours devoted to collegiate sports and extracurricular activities all add time. The paper suggests that a workable career decision early on would diminish many of the problems. Some factors considered include: (1) students liking their chosen field and enjoying the study of it; (2) students having proved their ability in the field; and (3) the college selected being a good fit for the student and the chosen career. In the survey of those who had changed majors to the point of delayed graduation, most said they had chosen a field in which they did not have talent or aptitude. Many things, including careers, are not as appealing as they had seemed once the close examination is made. Wonderful, exciting fields may appear to the college freshman which were unknown up to that point. This might be avoided with intelligent decision making and excellent guidance; however, within reason and made early on, changing majors can prevent commitment to the unfulfilling with a minimum loss of time. (JDM)

ED 439 380 CG 029 958

Chen, Yu-Lan
Students' Cognition of the Importance of the Content of Guidance Curriculum.
PUB DATE- 98
NOTE- 9p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Guidance; Foreign Countries; Junior High School Students; Junior High Schools; School Counselors;

Assessment. (Contains 158 references and a 43-item list of literature cited.) (RS)

ED 439 400 CS 013 916

McCulloch, Myrna T.
The Four "Sacred Cows" in American Education.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; *Educational Practices; Elementary Secondary Education; *Literacy; *Public Schools; State Boards of Education; State Departments of Education
IDENTIFIERS- California; *State Level Textbook Adoption

With 90 million Americans now reading and writing at the two lowest of five levels of proficiency ("functional" illiteracy by many estimates) according to the 1994 National Education Goals Report, and 30% to 40% of enrolled students in remedial classes, it is past time to determine a "fix" for the greatest national tragedy--"the inability to teach our own language to our own children." Addressed to those who hold "the purse strings to change"--board members, legislators, corporate CEOs, and foundation trustees--this paper submits that those people need to take a close look at the reasons for this indictment. The four major factors which influence what happens between teachers and their students in classrooms throughout the world are: (1) the textbooks used; (2) the manner in which teachers are trained--in attitudes, in methodologies, and in content; (3) the standards by which they are certified; and (4) individual course time requirements at each grade level in accredited schools. These four "sacred cows" are determined by selected groups of state-level bureaucrats. The paper considers statewide textbook adoption and the recent woes of literacy education in California and discusses each of the four factors in detail, supplying much historical background information acquired from many years observing literacy practices. (NKA)

ED 439 401 CS 013 917

McCulloch, Myrna T.
Phonics Is Phonics Is Phonics--Or Is It?
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Instructional Effectiveness; *Literacy; *Phonics; *Spelling; *Whole Language Approach
IDENTIFIERS- *Spelling Patterns

For 60 years, confusion and misinformation have reigned supreme whenever the subject of teaching phonics comes up for discussion. The paper considers various phonics programs, both old and new, and appraises their effectiveness. It also discusses works on phonetics by some well-known researchers and experts in reading, among them Frank Smith, Marilyn Jager Adams, Samuel T. Orton, and Jean Osborne, as well as opinions on education by Ross Perot, William Bennett, and Barbara Bush. Many people speak about phonics but very few have actually defined phonics. Includes the Riggs Institute's phonics list. (NKA)

Selection; *Recreational Reading; United States Literature
IDENTIFIERS- Genre Studies; Historical Fiction

This guide puts books and readers together by helping readers' advisors in libraries, bookstores, and academic institutions find the books their readers will enjoy reading. Offering a structured overview of genres, it can also be used as a textbook for courses in genre literature and readers' advisory to discuss popular genres of fiction. The fifth edition organizes nearly 6,000 new and classic titles in 8 genres and more than 100 subgenres and themes. Nearly half of the titles are new to this edition. Each chapter covers one of the popular genres. An overview of historical, Western, crime, adventure, romance, science fiction, fantasy, and horror is followed by descriptions of subgenres. Bibliographies for each subgenre list authors and titles important in the genre because of popularity or influence within its class. Following the lists of authors and titles in each chapter, a topics section provides information on resources for more in-depth information on specific facets of the genre. (RS)

ED 439 423 CS 217 034

Baghban, Marcia
Too Serious Too Soon: Where Is the Childishness in Children's Fiction?
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (New York, NY, March 16-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Fantasy; Literary Genres; Novels; Reading Material Selection; *Realism; *Twentieth Century Literature

Subjects such as death, divorce, and homosexuality appeared in few children's books two decades ago, but today children may be given a steady diet of books on different issues every time in their lives that something happens, such as the first day of school, the birth of a new sibling, or the death of a pet. Heather Quarles' award-winning novel "A Door Near Here" presents reality so sharply focused that it becomes overwhelming to the reader. In addition to the reality of plots, the realistic descriptions in prose add to the sharp focus. Over the past 30 years, adults have been undermining the traditional notion of childhood as a period of protection and apprenticeship. Identification with reality-based stories may give readers their own reality back to them, but they are too close to what is real. In fantasy, readers are empowered and assured that they can succeed and overcome obstacles. Fantasy-based stories give readers hope--hope to keep on living and hope to keep on reading. Teachers need to be giving publishers their feedback that more hope--and more humor is sorely needed in the newest books they are publishing. Contains 19 references and a 6-item list of children's books cited. (RS)

ED 439 424 CS 217 035

Gosselin, Colette
Emotion: An Embodied Ethic for Literacy.

This case study presents a portrait of one English teacher within her school and in her professional contexts. It is part of a series of reports investigating methods of successful English instruction which reconciles professional trends with individual practice. The case study examines data collected during 1996-1998 from the classroom of Gail Slatko, director of reading at Ruben Dario Middle School in Dade County, Florida. Characteristics of classroom instruction include variety in assignments and instructional forms, a focus on reading and critical thinking, and literature as a link between students' personal lives and the world of ideas and places. Slatko's instructional methods are based on beliefs in learning as a vehicle for background building, personal cultivation, individual exploration, and association. Professional influences in the classroom include the school district, colleagues, and professional development activities and conferences. (EF)

ED 439 445 CS 510 253

Erland, Jan
Building a More Powerful Brain.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Brain; Careers; *Cognitive Development; Cognitive Style; Self Actualization; *Skill Development; *Thinking Skills; Training Methods
IDENTIFIERS- Cognitive Capacity; *Cognitive Strategies; Training Effectiveness

Technically speaking, brain building is called cognitive skill development and has been in the psychology domain since the early 1960s. Historically, cognitive skill improvement was isolated within progressive coastal school districts and psychologists' private offices. Cognitive skill improvement was used successfully as a treatment in these arenas for learning and even psychological problems. Unfortunately its use as a training tool was ignored, in spite of obvious workplace implications. One learning disability specialist who conducted many field tests with corporations and over a thousand students made some interesting discoveries: individuals can modify or add to their existing learning style inventory, and each person has a unique mental profile with high and low areas. Knowledge of personal strengths and weaknesses gives a person the power to match himself/herself with the demands of potential careers and their skill requirements. Different careers require different skill sets, some more analytical, some more verbal, some more spatial, or organizational. Self-knowledge not only translates into better work proficiency, but also higher income and self-actualization. There are many simple exercises individuals can try, which are based upon formal measurements. Many other games and checklists for assessing right- and left-brain dominance are on the market in bookstores. An individual's ability to organizing or sequencing information is fundamental to office and work management. The best thing people can do for themselves is determine what their strengths and weaknesses are. (NKA)

ED 439 446 CS 510 254

Franks, Parthenia H.

students to become actively involved in small-group discussions and learning with a permanent group of students. Groups are formed at the beginning of the semester; students with prior experience in a given area are dispersed to avoid "stacking" one group at the expense of the others. In the introductory broadcast journalism course, base groups enable more focused discussion of key concepts. Base groups can also be given writing assignments, the results of which are then shared with the class. Students from other groups are invited to offer constructive criticism of other groups' work. Base group instruction offers a dynamic and productive means of directly involving students in course content, providing experience in cooperative learning, and exposure to a variety of viewpoints. (Contains a list of suggested reading.) (RS)

ED 439 467 CS 510 279

Alexander, Bryant Keith
A Taxonomy of Pre/Post Performance Behaviors for Speakers and Audiences in the Basic Course.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Participation; Audiences; Communication Apprehension; Communication Skills; Higher Education; Introductory Courses; *Public Speaking; Secondary Education; Student Evaluation

Noting that introductory public speaking and performance studies classes are often met with great anxiety and trepidation, this paper describes and categorizes the necessary student and audience behaviors at three levels of involvement: 1) pre-performance, 2) post-performance, and 3) audience participation. Teachers can show students how to apply a six-stage approach (acknowledge, ascend, approach, assess, attend, and activate) to each of the three levels of involvement. The paper describes how to debrief students at the end of a performance round. When applied and engaged fully by students, the taxonomy presented in this paper contributes to a positive performance environment and helps to reduce anxiety while encouraging a fuller understanding of the variables that affect credibility and the role of the audience. (RS)

ED 439 468 CS 510 280

Shedletsky, Leonard
Teaching with Computer-Mediated Communication.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Computer Mediated Communication; *Computer Uses in Education; Higher Education; Student Reaction; Teacher Student Relationship; Teaching Methods

This paper discusses the use of computer-mediated communication (CMC) in college teaching, especially for the teacher who is new to teaching with CMC. In part, it offers a personal narrative of how the author developed use of CMC in his teaching. It discusses the nature of CMC as a medium of communication and introduces the teacher to many practical concept, and so applicants who make career decisions based on psychological needs will be positively influenced by the self-enhancing subjective attributes of the organization. (Contains 66 references and an appendix listing potential principal responses to job attributes.) (RJM)

ED 439 488   EA 030 295

Thrupp, Martin
Schools Making a Difference: Let's Be Realistic! School Mix, School Effectiveness and the Social Limits of Reform.
PUB DATE- 99
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Educational Change; Elementary Secondary Education; *Enrollment; Foreign Countries; *School Demography; *School Effectiveness; *Socioeconomic Influences; Teacher Competencies
IDENTIFIERS- *New Zealand (Wellington)

Discussions over the last 2 decades about the possible reform of low socioeconomic schools and teaching practices originate in the effectiveness and improvement (E&I) fields of educational research, which proclaim that teachers and schools "can make a difference." But the message has been thoroughly overplayed. This work focuses on the effect of "school mix" (the social-class composition of a school's student intake) on school processes and student achievement. The view that school mix may have a significant influence on school processes challenges current thinking in the E&I fields. To examine school mix and its implications, the findings of an empirical study of students and schools are discussed using a variety of interviews, questionnaires, and classroom and school observations. Much of the so-called "school effect" found by school effectiveness studies may not reflect a school's effectiveness at all, but may be indirectly related to student-body characteristics vis-a-vis school processes that are influenced by school mix. (Contains notes, an index, and 16 pages of references.) (DFR)

ED 439 489   EA 030 296

Friedman, Lawrence B.; Hanson, Matthew
Launching Comprehensive School Reform: Early Lessons for State and Federal Policymakers. Policy Issues, September 1999. Issue 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comprehensive Programs; *Educational Change; Elementary Secondary Education; Federal Programs; Government School Relationship; Grants; *Improvement Programs; Instructional Improvement
IDENTIFIERS- *Comprehensive School Reform Demonstration Program

This publication examines education stakeholders' initial responses to the Comprehensive School Reform Demonstration (CSRD) program in six states in the North Central region of the U.S. Created by Congress in 1997 to help raise student a model that depicts the evolving nature of district-McREL partnerships, need to be developed. An annotated interview guide and interview summary assessment compose the bulk of the document. (RJM)

ED 439 510   EA 030 318

Catalog of School Reform Models. First Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Change Strategies; *Comprehensive Programs; *Educational Change; Elementary Secondary Education; *Improvement Programs; Instructional Improvement; *Models; School Effectiveness
IDENTIFIERS- *Comprehensive School Reform Demonstration Program

This catalog describes 44 school-reform models. It was prepared for the U.S. Department of Education in direct response to the Comprehensive School Reform Demonstration program. The catalog's purpose is to aid schools, school districts, and states as they investigate external models that can be incorporated into comprehensive school-reform programs. The catalog divides these models into two categories: entire-school models, which provide schools with a framework for change covering most or all aspects of school operations, and skill- and content-based models (reading programs, mathematics programs, and so forth), which can be used as building blocks for comprehensive reform. The document contains introductory information on 26 entire-school models and 18 skill- and content-based models. Although all the models are noteworthy, and will figure in comprehensive-reform efforts, the primary criterion for including a model was its strength of impact on student learning. Descriptions of the models were then developed by drawing on books, articles, reports, material prepared by the developers, written responses to information requests, and telephone interviews. Each description lists the origin or scope of the model, a general description, results, implementation plan, costs, student populations, special considerations, selected evaluations, sample sites, contact information, and highlights. Six appendices contain 11 references, components of comprehensive school reform programs, a continuum of evidence of effectiveness, a list of regional educational laboratories, and a list of comprehensive regional assistance centers. (RJM)

ED 439 511   EA 030 319

Principles at Work. Measuring the Success of the Coalition of Essential Schools. 1999-2000 Report.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Educational Administration; Educational Development; Educational Philosophy; Elementary Secondary Education; *Partnerships in Education; Program Descriptions
IDENTIFIERS- *Coalition of Essential Schools

This brochure provides an overview of the Coalition of Essential perspectives of public-school superintendents and home-schooling families. It is based on a study that investigated the extent, causes, and experiences of home schooling; concerns about the practice of home schooling; and the relationship between home schoolers and public-school systems. Home schooling is defined as: "parents providing their children educational opportunities in the home and community in place of attending schools," and includes those students who are enrolled in, but not physically attending, church or "cover" schools. The article reports the results of a study based on 64 superintendent surveys and 12 interviews with home-schooling families. Superintendents claimed that protecting children from negative social influences and the explicit teaching of morals and values were the most commonly espoused reasons for home schooling. Parents expressed similar concerns and also placed high importance on providing individual attention to their children and raising confident, caring, and well-rounded people. However, superintendents consistently felt that these issues were not the main concerns of home schoolers. Home-schooling parents found the quality of education, the quality of life, and the quality of socialization to be lacking in public and private schools. (Contains 25 references.) (RJM)

ED 439 532 EC 307 711

Gersten, Russell; Baker, Scott; Edwards, Lana
Teaching Expressive Writing to Students with Learning Disabilities. ERIC/OSEP Digest E590.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Development; Elementary Secondary Education; *Expressive Language; *Instructional Effectiveness; Intervention; *Learning Disabilities; Learning Strategies; Metacognition; *Teaching Methods; *Writing Instruction
IDENTIFIERS- ERIC Digests

This brief paper summarizes research on effective instruction in writing for students with learning disabilities. It finds that three components stand out as methods that reliably and consistently lead to improved outcomes in teaching expressive writing to these students. These components are: (1) adhering to a basic framework of planning, writing, and revision; (2) explicitly teaching critical steps in the writing process; and (3) providing feedback guided by the information explicitly taught. The paper also notes two specific teaching methodologies that incorporate these three principles: first, Self-Regulated Strategy Development, which involves self-directed prompts, and second, Cognitive Strategy Instruction in Writing, which focuses on pre-writing strategies. Emerging issues in writing instruction are identified, including the mechanics versus the content of writing, dictation as a means of eliminating mechanical difficulties of expressive writing, and transfer of writing skills and related strategies to other subject-matter areas. (Contains 10 references.) (DB)

ED 439 533 EC 307 712

Guidelines for Gifted and Talented Education in Colorado.

scores themselves and were more likely to have avoidant attachments. Results support the need for interventions to focus on family, parenting, and relational issues. (Contains 62 references.) (DB)

ED 439 551 EC 307 730

Obi, Sunday O.; Obiakor, Festus E.; Algozzine, Bob
Empowering Culturally Diverse Exceptional Learners in the 21st Century: Imperatives for U.S. Educators.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; *Cultural Differences; *Disabilities; Educational Needs; Elementary Secondary Education; Ethnic Discrimination; *Ethnic Groups; *Gifted; *Multicultural Education; Regular and Special Education Relationship; School Demography; Student Empowerment
IDENTIFIERS- Disproportionate Representation (Spec Educ)

This article examines issues in the education of culturally different students in the nation's schools. The first section examines factors underlying the future education of this population including demographic increases in numbers of culturally diverse students in the schools, historic discrimination against these groups, and under-representation or over-representation of some ethnic minorities in certain special education categories. The second section addresses multidimensional needs of culturally diverse exceptional learners such as nonbiased assessment, bilingual education, and direct intervention to reduce prejudice. The last section suggests ways to enhance empowerment possibilities for culturally diverse exceptional learners. Educators are urged to: (1) understand fundamentals of general and special education; (2) shift assessment and instructional paradigms, and (3) put practical perspectives on learned concepts. (Contains 59 references.) (DB)

ED 439 552 EC 307 731

Chiang, Linda H.
Secondary Teachers' Perceptions of Regular Education Initiative.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Mid-western Educational Research Conference (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Cooperative Learning; *Disabilities; High Schools; *Inclusive Schools; Interviews; Naturalistic Observation; Preservice Teacher Education; Questionnaires; *Regular and Special Education Relationship; School Districts; *Secondary School Teachers; Special Education Teachers; *Teacher Attitudes; *Teacher Collaboration; Teacher Surveys; Teaching Methods; Team Teaching

This study evaluated the implementation of inclusion concepts and the attitudes of secondary teachers toward inclusion in one Midwest school district. Nineteen general and special education teachers were surveyed with a specially developed questionnaire. Follow-up interviews and class observations were consequences; (2) teaching the child to follow directions, which discusses reasons children do not follow directions, ways to make difficult directions easier for children to follow, what to do when a child follows a direction and what to do when a child does not; (3) an introduction to reinforcement, which describes kinds of reinforcement and the necessity of catching a child being good; (4) how to use reinforcement with the child; (5) planning activities to increase appropriate behavior, which describes planning activities that are enjoyable and appropriate, anticipating problems during activities, and establishing reinforcement plans; (6) responding to undesirable behaviors and deciding which strategy to use; (7) deciding what to teach the child and breaking the skill down into steps; (8) teaching the child new skills and the hierarchy of prompts; and (9) encouraging the child to communicate. (CR)

ED 439 571   EC 307 750

Classroom Staff Training (Self-Study Packet). LEAP Outreach Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Colorado State Dept. of Education, Denver.
PUB DATE- 98
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; Behavior Change; *Behavior Modification; *Behavior Problems; *Classroom Techniques; Communication Skills; Educational Environment; Interpersonal Communication; *Positive Reinforcement; Praise; Preschool Children; Preschool Education; Reinforcement; Skill Development; Staff Development; Teacher Student Relationship

This self-study training manual for teachers of young children with autism contains nine modules on behavior modification techniques. The modules address: (1) the ABC's of behavior, which discusses discriminating among words that describe feelings and words that describe behaviors, identification of examples of learned behavior, and defining and identifying examples of antecedents, behaviors, and consequences; (2) teaching the child to follow directions, which discusses reasons children do not follow directions, ways to make difficult directions easier for children to follow, what to do when a child follows a direction, and what to do when a child does not; (3) an introduction to reinforcement, which describes kinds of reinforcement and the necessity of catching a child being good; (4) how to use reinforcement with the student; (5) planning activities to increase appropriate behavior, which describes planning activities that are enjoyable and appropriate, anticipating problems during activities, and establishing reinforcement plans; (6) responding to undesirable behaviors and deciding which strategy to use; (7) deciding what to teach the student and breaking the skill down into steps; (8) teaching the student new skills and the hierarchy of prompts; and (9) encouraging the student to communicate. (CR)

ED 439 572   EC 307 751

Parent Skill Training (Self-Study Modules). LEAP Outreach Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

they will need to be more effective in the future. Concluding comments discuss how the universal move to implement lifelong learning and information technology will be the two dominant forces influencing the policy environment, changing: the delivery of educational programs and altering the physical facilities required. (GR)

ED 439 593   EF 005 682

The Appraisal of Investments in Educational Facilities.
SPONS. AGENCY- European Investment Bank, Luxembourg.
PUB DATE- 00
NOTE- 229p.; Based on a conference on the evaluation of investment sponsored by the OECDPEB in collaboration with the Projects Directorate of the European Investment Bank (Luxembourg, November 16-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Educational Economics; Educational Facilities Design; *Educational Facilities Planning; *Educational Research; Elementary Secondary Education; Flexible Facilities; Foreign Countries; Higher Education; Human Capital; Student College Relationship
IDENTIFIERS- Europe; *Facility Management; *Performance Indicators

This collection of papers covers, from a European perspective, the basic aspects of investments in physical educational facilities, as well as important issues in the economics of education. Four themes are covered. The first presents the art of the economic analysis of educational projects. The second focuses on the contribution of performance indicators in the evaluation of education systems. The third concerns the management of physical resources for education, especially the relationship between school environment and student achievement. The last theme addresses the design and equipment of physical facilities for education. It argues for investments in building human capital, and provides the tools for assessing the rates of return on these types of investments. Final comments focus on facility flexibility: what it is and which requirements it is supposed to meet. The papers included are: "Building Human Capital in Europe: Issues and Methods" (George Psacharopoulos); "Cost-Benefit Analysis in Education Projects: Internal Rates of Return, Methodologies and Theoretical Objections" (Tom Healy); "Externalities, Non-Market Effects, and Trends in Returns to Educational Investments" (Walter W. McMahon); "Investment in Education in OECD Countries--Finance and Ownership" (Andreas Schleicher); "What Do Developed Countries Today Demand from Their Educational Systems?" (Torsten Husen); "What Do Developed Countries Expect of Their Educational Systems? Reflections on the French Experience" (Francois Louis); "Making Better Use of School Buildings: Schools as Social Capital" (Kenn Fisher); "The Impact of School Building Conditions, Student Achievement, and Behaviour" (Glen I. Earthman); "Environmental Appraisal of Education Facilities" (Christopher French); "Patterns and Design Strategies for New School Buildings" (Rodolfo Almeida); and "Investing for Flexibility" (Sam Cassels and Peter McLennan). (Most chapters contain references.) (GR)

ED 439 594   EF 005 684

Lackney, Jeffery A.
The Relationship between Environmental Quality of School Facilities and Student Performance. Energy Smart Schools:

analyze and interpret the data. As a result, three themes were generated: a conventional self, a transactional self, and a constructive self. The results indicated that EFL college students, for various reasons, responded positively to the use of the two gender issues, since these issues not only improved their language proficiency in English but also promoted their critical responses to the concept of equality. Some pedagogical implications are suggested for classroom practice, namely: EFL teachers should become gender attentive as teaching itself can be a means of learning and promoting gender equity. This study has demonstrated that there are powerful connections between literacy and gender. (Contains 15 references.) (KFT)

ED 439 613 FL 026 208

Lotherington, Heather
What's Bilingual Education All About? A Guide to Language Learning in Today's Schools.
PUB DATE- 00
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; English (Second Language); Foreign Countries; Language Minorities; Language Proficiency; Language Research; Literacy; Multilingualism; Politics of Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Australia

This publication is intended for parents, teachers, and anyone in the wider community who has an interest in language, language acquisition, and second language learning; bilingual and multilingual education; bilingualism; language, culture, and society; language and power; and literacy. Extensive long-term research was conducted on a number of the complex issues related to language and bilingual education. This book shows how children who study through two languages can achieve higher levels of proficiency in these languages than if they had only studied the languages as academic subjects. With these advantages, and the potential spin-off that bilingual education can have on children's general educational progress and intellectual development, it is becoming a more popular option for parents and children in Australia. A very extensive glossary and suggestions for further reading is included. (Contains 25 references.) (Author/KFT)

ED 439 614 FL 026 209

Ruiz-Funes, Marcela
Hispanic Children's/Juvenile Literature: A Selection for Spanish Teachers.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; Elementary Secondary Education; Foreign Countries; Higher Education; *Hispanic American Literature; *Latin American Literature; *Literature Appreciation; Mexican American Literature; Second Language

deficits; these shortfalls will lead to increased scrutiny of higher education in most states and to curtailed spending for public higher education in many states. The report finds that the challenge as maintaining current service levels in light of slower growth in state and local revenues will result in structural deficits in funding current service levels. Three chapters focus on: (1) "The Outlook for State Finances"; (2) "Prospects for Funding Higher Education"; and (3) "Fiscal Impacts on Higher Education Policy." Appended sections include discussions on "Increasing Spending Outside of Higher Education," "Cutting Spending Outside of Higher Education," "Raising Taxes," and "Sensitivity Analyses." Also appended is a list of participants attending the February 1999 symposium on emerging state policy issues. (Contains 11 endnotes.) (SM)

ED 439 634 HE 032 653

Funding Your Education, 2000-2001.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *Educational Finance; *Federal Aid; Federal Government; Federal Programs; Financial Aid Applicants; Financial Support; Higher Education; Parents; *Paying for College; *Student Financial Aid; Student Loan Programs; *Tuition Grants
IDENTIFIERS- Direct Lending; Parent Loans for Undergraduate Students Program; Pell Grant Program; Stafford Student Loan Program

This publication describes student financial assistance programs available through the U.S. Department of Education's student financial aid programs. Thirteen sections focus on: "Education after High School"; "Paying Tuition and Other Costs"; "Applying for Financial Aid"; "Eligibility Criteria"; "Important Deadlines"; "Federal Pell Grants"; "Campus-Based Aid Programs"; "Federal & Direct Stafford Loans"; "PLUS Loans (Parent Loans)"; "Stafford & Plus Loan Questions"; "Contacting Us"; "Reducing the Cost of School"; and "Taking the Next Step." The publication also includes a list of frequently requested telephone numbers related to applying for student financial aid; a list of frequently requested Web sites related to applying for student financial aid; and a list of state agency telephone numbers. (SM)

ED 439 635 HE 032 654

Financial Aid: The Student Guide, 2000-2001.
PUB DATE- 00
NOTE- 37p.; For the 1999-2000 report, see ED 423 796.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *Educational Finance; Eligibility; Federal Aid; Federal Government; *Federal Programs; Financial Aid Applicants; Financial Support; Higher Education; Parents; *Paying for College; *Student Financial

and the Middle East. Responses represent an array of public and private, large and small, old and new institutions, with student bodies made up of every major religious affiliation and with curricula ranging from those focused exclusively on career preparation to those teaching only liberal arts. The report's nine chapters focus on: educators' reasons for initiation and development of service-learning programs; community needs addressed by students through service-learning programs; various models used to link academic studies to community volunteer service; other issues related to arranging and organizing service-learning; six institutional examples; and the present and future states of service learning. Appended are: a statement about the International Partnership for Service-Learning; resolutions of the May 1998 conference and signatories; a statement about the Distinguished Partner Program; and a profile of a service-learning program in India. (CH)

ED 439 655 HE 032 732

Bogue, E. Grady; Aper, Jeffery
Exploring the Heritage of American Higher Education: The Evolution of Philosophy and Policy. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 00
NOTE- 258p.; Published by the Oryx Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Athletics; College Faculty; College Students; Decision Making; *Diversity (Institutional); Educational Economics; *Educational Environment; Educational Finance; Faculty College Relationship; Faculty Evaluation; *Governance; *Higher Education; Institutional Environment; *Institutional Mission; *Organizational Change; Organizational Climate; Organizational Objectives; Politics of Education; Power Structure; Student Development; Student School Relationship

This book seeks to describe broadly some of the important historic movements in the evolution of American higher education, and to explore some of its major philosophical principles and traditions, as a way to understand the issues that currently challenge higher education and to examine current efforts for reform and renewal. The book's 10 chapters center around the following issues: (1) "Portraits in Diversity: The Scope of America's Investment in Higher Education"; (2) "Purpose and Performance: The Evolution of Higher Education Mission and Goals"; (3) "Guardians and Governance: The Culture of Decision and Authority in Academic Life"; (4) "Competence and Conscience: The Challenge of Curriculum and Program Design"; (5) "Performance Accountability: The Evidence of Quality"; (6) "Forms of Finance: The Uses of Fiscal Policy"; (7) "Student Life and Development: The Mosaic of Student Influence and Involvement"; (8) "Faculty Role and Responsibility: "The Perceptions of Professorial Performance"; (9) "Academic and Athletics: The Arenas of Ideological and Physical Contest"; and (10) "Reform and Renewal: The Dance of Change and Tradition." (Contains approximately 300 references.) (CH)

ED 439 656 HE 032 733

Fry, Heather, Ed.; Ketteridge, Steve, Ed.; Marshall, Stephanie,

NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for November 1-30, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: EgyptAir Flight 990 crash, Oslo summit, India cyclone, Chechnya's importance to Russia, and Iran hostage 20th anniversary (November 1-5); Microsoft monopoly, the Berlin Wall's place in the Cold War, the peaceful fall of the Berlin Wall 10 years ago, background and history of the Vietnam War, and death toll from the India cyclone (November 8-12); death toll from the earthquake in Turkey, World Trade Organization and relations between the United States and China, Leonid meteor shower, OSCE summit in Europe, and OSCE and pressure for Russia to end the conflict in Chechnya (November 15-19); conflict in Chechnya, Kosovo peacekeeping, and Hillary Clinton Senate race (November 22-24); tension in Northern Ireland, the World Trade Organization conference (November 29-30). (AEF)

ED 439 674 IR 019 943

CNN Newsroom Classroom Guides. December 1999.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for December 1-17, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: World AIDS Day, World Trade Organization protests in Seattle, and path to peace in Northern Ireland, (December 1-3); the fifth attempt to communicate with the Mars Polar Lander, the fate of the Mars Polar Lander, Russia's ultimatum for Chechnya, Mideast peace talks, and tension between the United States and Russia amid the conflict in Chechnya (December 6-10); Russian troops in Chechnya, Convention on the Rights of the Child, U.S. relinquishes control of the Panama Canal, Israel-Syria talks, and Macau transition to Chinese sovereignty (December 13-17). (AEF)

ED 439 675 IR 019 944

demand for and supply of non-formal educational opportunities; to suggest a methodology and a plan of action for administering the instruments in the region; and to identify the training needs in the techniques and methods of data collection, analysis and survey design. This final report summarizes the presentations at the Meeting, and includes a section of suggestions and recommendations for reliability of literacy statistics as summarized by participants. Annexes to the report include the Agenda, list of participants, survey questionnaires, and glossary. (AEF)

ED 439 694   IR 019 968

Matz, C. Michele
Administration of Web versus Paper Surveys: Mode Effects and Response Rates.
PUB DATE- 99
NOTE- 87p.; Masters Research Paper, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Data Collection; Electronic Mail; Higher Education; *Library Surveys; Nonprint Media; Printed Materials; *Response Rates (Questionnaires); *Surveys; *World Wide Web

A survey of academic reference librarians in North Carolina provided data for an examination of differences in survey administration on paper and the World Wide Web. Research via the Internet is becoming more attractive for many researchers, but the effects of this medium upon research outcomes have been little explored. This study examined in particular sampling and mode effects, and response rates of Web surveys. The study found no sampling bias or mode effects in tests of the respondents' demographics and the content of responses. Response rates to Web surveys are not as high as traditional survey methods, and while responses are gathered more quickly, the paper instrument was not far behind. E-mail notices were more efficient for promoting the Web survey than paper notices. Traditional postal surveys still hold some advantages over Web surveys. Researchers must weigh the advantages in cost and speed to justify use of such instruments. Appendices contain paper survey, Web survey, sample cover letters, selected statistical test results, and survey content summary. (Contains 30 references.) (Author)

ED 439 695   IR 019 969

Ganesh, Tirupalavanam G.; Glass, Gene V.; Andrews, Sandra; Middleton, James A.; Jennings, Tara A.; Leavy, Aisling
Scholarly Electronic Journals: Economic and Technical Issues.
PUB DATE- 00
NOTE- 8p.; Paper presented at the International Annual Convention of the Association for Educational Communications and Technology (AECT) (Long Beach, CA, February 16-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Journals; *Electronic Publishing; Higher Education; Information Dissemination; Nonprint Media; Peer Evaluation; Periodicals; Printed Materials; Publishing Industry; *Scholarly Journals; World Wide Web; Writing for

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Educational Policy; *Intellectual Freedom; Internet; *Learning Resources Centers; Library Policy; *Policy Formation; *Public Libraries; School Districts; *School Libraries; Staff Development
IDENTIFIERS- *Wisconsin

This handbook focuses on intellectual freedom as it relates to school library media centers and public libraries. The purpose of this handbook is to help public libraries and school districts develop and adopt necessary policies and procedures that will build a solid foundation for intellectual freedom as part of the community and school climate and provide sources of assistance when an expression of concern or a complaint occurs. Although it contains suggestions for classroom teachers faced with challenges, the handbook does not have a major focus on resources selected specifically for classroom instruction. It is divided into four sections: School District Policies and Procedures: Selection and Reconsideration; School District Policies and Procedures: Internet Access; Public Library Policies and Procedures: Selection and Reconsideration; and Public Library Policies and Procedures: Internet Access. Both of the Selection and Reconsideration sections contain information on the philosophical base, statutory base, resource selection policy, reconsideration policy, staff development, communication and public information, and reconsideration in practice. The Internet Access sections include information on Internet filters, Internet policy, staff development, and communication and public information. Appendices include a selected bibliography, Wisconsin statues and administrative rules, Intellectual Freedom Statement, challenges to materials in school libraries, and sources of assistance. (AEF)

ED 439 718 IR 057 812

Reeber, Jane A.
Summer Library Program Manual, 2000. Based on the Theme "Ticket to Tomorrow!"
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Libraries; Creative Activities; Learning Activities; Program Development; *Public Libraries; *Summer Programs
IDENTIFIERS- *Wisconsin

The year 2000 marks the 30th anniversary of statewide summer library programs in Wisconsin and the 25th anniversary of program coordination by the Division for Libraries, Technology, and Community Learning. The theme of the Wisconsin Summer Library Program for the year 2000 is "Ticket to Tomorrow." This manual contains suggestions for librarians on planning, developing, and conducting the summer library program for youth. Chapters include: Planning and Promoting Programs; Decorating the Library; Programs and Activities; Giveaways and Games; Performing Artists; and Sources and Resources. The 2000

This document, which is intended for Iowa employers and elementary and secondary educators, outlines 11 activities through which employers can participate in school-to-work (STW) programs in Iowa's elementary and secondary schools. The document begins with a definition of work-based learning and a brief overview of information and other resources (including financial resources) available to help employers get involved in STW. Presented next are descriptions of 11 STW activities. Each description contains the following features: activity name and what the activity entails; purpose; tips on conducting the activity; potential business resources needed; time commitment; grade level; economic developer's role; and Iowa Workforce Development role. The activities are as follows: career talks; career days/career fairs; worksite and industry tours; job shadowing; microenterprise activities; school-based enterprises; internships and cooperative education; apprenticeship (registered); part-time jobs; sharing resources; and sharing time. Presented next are guidelines to help employers link STW with their hiring practices at three stages in the STW process (before students are placed at the worksite, while students are at the worksite, and after students' time at the worksite). Concluding the document is a bibliography that lists seven relevant publications and four useful Web addresses. (MN)

ED 439 221 CE 079 716

Giere, Ursula, Ed.; Imel, Susan, Ed.
From Idea to Virtual Reality: ALADIN - The Adult Learning Documentation and Information Network. Report of a CONFINTEA V Workshop and Its Follow-Up.
PUB DATE- 00
NOTE- 82p.; Based on discussions held at the International Conference on Adult Education (5th, July, 1997) and later meetings.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adult Education; Adult Learning; Developed Nations; Developing Nations; *Documentation; Foreign Countries; Global Approach; *Information Dissemination; *Information Networks; *Information Services; *International Cooperation; International Educational Exchange; Program Development
IDENTIFIERS- ERIC; European Union

This publication contains the story of how the idea for a network conceived through CONFINTEA V became a virtual reality in ALADIN, the Adult Learning Documentation and Information Network. Part I contains 15 papers delivered as a part of the CONFINTEA workshop, "Global Community of Adult Learning through Information and Documentation: Developing a Network of Networks." The papers are "The Right To Know--The Global Community of Adult Education through Information and Documentation" (Terrance Keenan); "The World Bank's View on Sharing Information" (John Oxenham); "Adult Education Information and Documentation: A 'Third World' Literacy Research Perspective" (Agneta Lind); "Global Community of Adult Education through Information and Documentation" (Justin Ellis); "Experiences of the Institute for International Cooperation of the German Adult Education Association. Focus: Hungary" (Heribert Hinzen); "Serving the Global Community of Adult Education: Experiences of the J. Roby Kidd Resource Centre, International Council for Adult Education (ICAE)" (Eva Kupidura); "Adult Education Documentation and Information Services of the Rossing Foundation" (Martha Nghidengua); "The literacy education (ABLE) projects from Pennsylvania and 8 states; undertook a feasibility study that reviewed 41 projects; produced a revised recruitment brochure; and revised a workshop. Next are the following four project products: (1) feasibility reports that focus on the 4 feasibility studies undertaken on assessment (review of 9 projects), recruitment and retention (review of 12 projects), English as a second language (review of 8 projects), and learner-based curriculum resources (review of 12 projects); (2) descriptions of the projects reviewed, suggestions for modifications, and comments regarding their potential use; (3) a brochure that is a revision of one that accompanied the 1991 promotional video; and (4) suggestions for revision of the "Understanding Our Youngest Students" workshop. Appendixes contain: the FOCUS Bulletins and focus forms; training outlines, a resource list, and workshop evaluation form; adolescent development handouts; curriculum-based assessment handouts; instructional strategies handouts; and Barnes & Noble Web site resources. (YLB)

ED 439 239 CE 079 841

From Welfare to Work: Dynamic Lesson Plans for ESL Learners. Final Report. Fiscal Year 1998-99 and From Welfare to Work: Lessons for ESL Learners.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 113p.; Some pages did not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Choice; Education Work Relationship; Eligibility; Employment Interviews; Employment Potential; *English (Second Language); Immigrants; Instructional Materials; *Job Search Methods; Learning Activities; Lesson Plans; Limited English Speaking; Non English Speaking; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Temporary Assistance for Needy Families; *Welfare to Work Programs

This document combines a final project report and the resulting guidebook of 20 lesson plans for English as a second language (ESL) instructors to help learners work within the Temporary Assistance to Needy Families (TANF) system and acquire effective job readiness strategies, choose a career path, and pursue employment. The report describes the problem, goals, procedures, objectives met, evaluation instruments, and dissemination. The lessons were tested in three Center for Literacy ESL classes. Each lesson has the following components: title; brief introduction; purpose; skills stressed; materials; vocabulary; and method. In Part 1, The TANF System, there are 10 lessons on what TANF is; other supportive services; finding the county assistance office; filling out the application for benefits; agreement for mutual responsibility; meeting with the caseworker; exemptions; responsibilities while on TANF; rights of the TANF recipient; and citizenship issues. The 10 lessons of Part 2, Job Readiness Strategies, cover availability for work; choosing a career; writing a resume; reading a job advertisement; writing a business letter; calling about a job; preparing for the interview; filling out the employment application; asking and answering interview questions; and first days on the job. Appendixes provide materials required to

Teacher Stude *Europe
IDENTIFIERS- *Europe

This is a handbook to assist European adult educators in teaching in a multicultural society, presenting models of intercultural practice for organizational and staff development in youth and adult education. Section 1 explains the document's purpose and use, discusses the objectives and major activities of the Learning to Live in a Multi-Cultural Society network, and defines key terms. Sections 2 and 3 are, respectively, a demographic and sociopolitical overview, and a structural and contextual overview, of migrants and ethnic minorities in Belgium, France, Germany, the Netherlands, Spain, and the United Kingdom. Sections 4-6 focus on practical ways of improving policy and practice and bringing about organizational change. Section 4 identifies three key areas for consideration by tutors and their organizations when planning and preparing courses to meet minority learners' needs. Section 5 considers three key areas for consideration once minority students have been recruited. Section 6 emphasizes the importance of supporting student progression once students have completed their course of learning and suggests ways of monitoring and evaluating provision and using the resultant information for forward planning and program revision. Among the items included in Sections 4-6 are case studies, good practice checklists, useful contact addresses, and further reading suggestions. (MN)

ED 439 258 CE 079 880

McGivney, Veronica
Informal Learning in the Community: A Trigger for Change and Development.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 99
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; *Community Education; *Educational Attainment; *Educational Benefits; Educational Needs; Educational Policy; Educational Trends; Enrollment Influences; Foreign Countries; *Informal Education; *Lifelong Learning; Literature Reviews; National Surveys; Needs Assessment; Open Education; Participation; Policy Formation; Trend Analysis
IDENTIFIERS- *Open College Networks (Great Britain)

Routes of progression from formal to informal learning in community settings in Great Britain were examined in a study that included three research strands: literature review; consultation with relevant agencies and individuals; and visits to nine informal learning environments and organizations providing informal learning in the community. The study documented that informal learning takes place in dedicated learning environments and noneducational settings. The location of learning often proved more important than its actual focus. Informal learning generated by local people themselves often led to wider community involvement and activism, whereas learning arranged by education providers most often let to high rates of educational progression. Informal learning often started people on a continuing learning path by helping them become confident and successful learners. Factors facilitating and impeding educational progression were identified. It was concluded that, although educational progression is an important outcome of informal learning, first-step learning sites, the program has not been implemented very intensively; (2) of those Jobs First group members who reached their time limit, approximately half received extensions; and (3) Jobs First increased employment rates and earnings throughout the follow-up period. (Fifty-five tables/figures/boxes are included. Appended are the following: descriptions of related Connecticut welfare reform studies; discussion of sample issues; and eight additional impact tables. The bibliography contains 20 references.) (MN)

ED 439 275 CE 079 919

Bliss, Steven
San Francisco Works: Toward an Employer-Led Approach to Welfare Reform and Workforce Development. Connections to Work.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 59p.; For more information on a business-led initiative for welfare reform or welfare reform and employer involvement, see ED 414 442 and ED 418 335.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Cooperative Programs; Education Work Relationship; Employer Attitudes; *Employment Programs; Institutional Cooperation; *Job Training; Outcomes of Education; Partnerships in Education; Program Effectiveness; Program Implementation; School Business Relationship; *Welfare Recipients
IDENTIFIERS- *California (San Francisco); *Welfare to Work Programs

San Francisco Works (SFWorks) is a collaborative welfare-to-work project conducted by a coalition of large San Francisco-area employers, the city's Chamber of Commerce, and the United Way of the Bay Area. The project was piloted beginning in March 1998 by contracting with five community-based organizations (CBOs) to provide a comprehensive range of job training services. It was expected that the CBOs would build their own relationships with employers, but those relationships did not materialize in most cases. Of the 99 enrollees in the first phase, 51 were placed in jobs. In the second cycle of the project, SFWorks actively brokered relationships between businesses and training organizations. With one of the employers experiencing a sudden hiring freeze, the second phase of the project resulted in placement of 60 of 115 trainees. In May 1999, the third cycle of training and placement began, using the components that had worked well in the second phase. Some lessons learned by the project included the following: (1) private sector-led intermediaries that focus on employment of welfare recipients can succeed with a variety of employers; (2) private sector intermediaries can build relationships with employers by framing welfare-to-work efforts in business terms; (3) there is a crucial distinction between "business-backed" and "employer-led" initiatives; and (4) paid internships and mentoring are motivating factors for welfare-to-work participants. (KC)

ED 439 276 CE 079 921

Barbieri, Marty
Career Connections Instructional Modules: Implementation Materials for Texas Essential Knowledge and Skills.

the expected salary range, and the job duties are summarized. A short eighth section encourages readers to think about transportation in the 21st century. An appendix profiles occupational trends, and seven sources of information are listed. (KC)

ED 439 294 CE 079 948

Employment of Young Adults by Educational Attainment. Indicator of the Month.
PUB DATE- 00
NOTE- 4p.; One of 60 indicators from "The Condition of Education, 1999."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Blacks; College Graduates; *Educational Attainment; Employment; *Employment Patterns; *Employment Statistics; Females; High School Equivalency Programs; High School Graduates; Males; *Outcomes of Education; Racial Differences; Sex Differences; Whites; *Young Adults

Educational attainment is one factor that affects employment rates among young adults aged 25-34. The employment rate of male and female 25-34 year-olds was generally higher among those individuals with a higher level of education between 1971-98. In 1998, males and females with a bachelor's degree or higher were more likely to be employed than their peers who had lower levels of educational attainment. Between 1971-98, the employment rate of males aged 25-34 decreased for those who had not finished high school and for those with a high school diploma or General Educational Development diploma. The employment rate remained relatively constant for those with some college and for those with a bachelor's degree or higher. Between 1971-98, the employment rate of females aged 25-34 increased across all education levels. However, the rate of increase for females who did not complete high school was lower than the increase for females who attained higher levels of education. (A chart illustrates employment rate of 25-34 year olds, by sex and educational attainment: March 1971-98. Two graphs show the employment rate of 25-34 year olds, by sex and educational attainment: March 1971-98.) (YLB)

ED 439 295 CE 079 949

Osborn, Rick E., Ed.
Scholarship, Service, and Integrity: Benchmarks in a Changing Landscape. ACHE Proceedings (60th, Ft. Worth, Texas, October 31-November 3, 1998).
PUB DATE- 98
NOTE- 54p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acceleration (Education); Adult Education; Adult Programs; Colleges; Community Needs; *Continuing Education; Cooperative Programs; Coordination; *Distance Education; Educational Change; Educational Quality; Fund Raising; Higher Education; Needs Assessment; *Nontraditional Education; *Nontraditional Students; Older Adults; *Partnerships in Education; Program Development; School Community Relationship; Service Learning; Staff Development
IDENTIFIERS- Virtual Universities

This proceedings consists of addresses, concurrent sessions, and other materials to address challenges facing continuing

Countries; Scientific and Technical Information; Social Influences; *Sociocultural Patterns; Stress Management
IDENTIFIERS- Information Society; *Singapore

The information society is a society in which the quality of life, as well as prospects for social change and economic development, increasingly depend on information and its exploitation. In such a society, living standards, patterns of work and leisure, the education system, and the marketplace are all influenced by advances in information and knowledge. The Singapore government is a strong supporter and advocate of Information Technology (IT). One of the three priorities of the government for Singapore's education system in the 21st century is to exploit computer technology for enhancing classroom learning. This paper discusses the negative impact of IT economically, socially, politically, and morally, and the challenges this impact presents to the government. It also discusses the impact on families and how to counsel families of the IT age. Family problems are mostly stress-related; stress is often compounded by advances in technology. Counselors are encouraged to address this issue with families. Clients should learn to be accountable, and adaptable, in learning how to manage stress. (JDM)

ED 439 315 CG 029 882

Yang, Julia
Technology and Cultural Change: Implications in Counseling Taiwan Chinese Families.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Counseling; Cultural Influences; Family Influence; Foreign Countries; Interpersonal Communication; Social Values; Technology; *Values Clarification
IDENTIFIERS- Information Society; Taiwan; Technological Change

Technological modifications to people's set of values in terms of work, education and family are reexamined and redefined in this paper. The paper recommends that the technological impact on families needs to be studied in a context of cultural change. It examines technology's impact on Taiwan Chinese families in the contexts of cultural transition and human relationships. Findings suggest that technological advances can bring enhanced communication and quality of life to families, but that technology can become problematic when the users confuse means with the ends. Counselors who are aware of both the promises and limitations of technology can develop better insights and strategies for dealing with families who are experiencing change due to cultural transition and technological advances. Counselors can facilitate the retaining of the best of family beliefs, as well as reconstruction of ethics and rearrangement of family relationships. It concludes that the social constructivist approach in counseling appears appropriate for working with Taiwan Chinese families. (JDM)

ED 439 316 CG 029 883

Chan, Alfred C. M.
Impacts of Credit Cards on Individuals, Families and Society in

students. The intent of this paper is to explore the hypothesis that school counselors must know the implications of multicultural students' varied learning styles for both counseling and teaching. It states that this goal will ultimately assist counselors and educators in successfully reversing underachievement among culturally diverse students, and will assist multicultural adolescents with diverse learning styles. It suggests that counselors, using the DDLSI (Dunn and Dunn Learning Style Inventory, 1989), could assist adolescents and children in determining their learning style preference using appropriate interventions to help in understanding the students' strengths, and to help make accommodations for their diagnosed weaknesses. The role of the school counselor is seen as a proactive component of this concept: seeking to integrate this concept into the overall culture of the school, assisting with training of the faculty, administering the DDLSI to students and teachers, using follow-up meetings with students and parents to explain the material, and implementing strategies for accommodation. (Contains 12 references.) (JDM)

ED 439 337 CG 029 908

Wang, Vivian Ota
Genetics and Psychology at a Crossroad: A Road Less Traveled?
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Coping; Counseling; *Genetics; Risk
IDENTIFIERS- Genetic Diseases

More and more people are touched daily by genetic information. Even with the technological accomplishments generated by the Human Genome Initiative, genetic information will continue to produce uncertainty. It is this uncertainty that gives rise to many of the complex clinical dilemmas facing genetic and psychology professionals today. Some of the issues facing genetic research today include: (1) how genetic information influences the development of personality and identity formation of people with genetic diseases compared to individuals at risk; and (2) how knowledge about genetic information and the potential of having a life-threatening disease influences family relationships and life expectations. It suggests that overall, psychologists will need to better attend to the clinical presentation of genetic issues with clients. Given the logistics and training limitations of genetic counselors, psychologists must be prepared to work with individuals, couples, and families to explore how the impact of genetic information influences coping, adjustment, and understanding of oneself. They must be open to exploring the intrapsychic issues related to uncertainty, risk perception, and decision-making. (Contains 20 references.) (JDM)

ED 439 338 CG 029 909

Pai, Hui-Chuan
Reentry Difficulty, Life Satisfaction and Psychological Well-Being of Taiwanese Students Who Have Returned from the United States.

Qualifications; *Folk Culture; Foreign Countries; History;
  Human Posture; Medical Services; *National Standards;
  *Performance Based Assessment; Psychotherapy
IDENTIFIERS- China

The paper discusses the development of counseling and psychotherapy in China. These have developed rapidly for more than ten years, with special technique integration, varied methods, and the spread of concepts. But measured by scientific criterion, it still is in the primary stage of development. Although the number of diversified forms of counseling and psychotherapy increased very fast, there still lacks a unified administration. The paper states that the cause is from a lack of an assessment and examination system of qualification for the counselors or therapists, therefore quality of service cannot be guaranteed. It recommends the founding of a supervision and training system in order to ensure the consistent, effective direction and systematized training for counselors and therapists. In light of the fact that there are still many prejudices against counseling and therapy, it recommends efforts be taken to publicize general knowledge about mental health, counseling, and psychotherapy to make people not be ashamed of it but believe in the strength of science. (Contains 13 references.) (JDM)

ED 439 359   CG 029 933

"Relating in a Global Community." Proceedings of the
  International Conference on Counseling in the 21st Century
  (7th, Sydney, Australia, December 29-31, 1998.)
PUB DATE- 98
NOTE- 220p.; For selected papers, see CG 029 934-966.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computers; *Counseling; Cross Cultural Studies;
  Educational Trends; *Family Counseling; Foreign Countries;
  Foreign Culture; *Global Approach; Internet; Life Style;
  Marriage Counseling; Social Change; Technology

The papers presented at this conference consider the many roles counselors play in people's lives throughout their lifespan. The age of technology has aided the practice of counseling in becoming international in scope, although there are different functional frameworks that exist in various political, economic, social, and value systems in world societies. Papers include: "Future of Couple and Family Counseling" (Jon Carlson); "In My Small Village" (Don Hays); "Positive Behavior Intervention for Emotionally Disturbed Children: The Counselor as Team Leader" (Rosemary Peterson and LaVonne Joyce); "Online Support Groups and the Internet: Global Linkages of Emotional Support" (Juneau Gary and Melvin L. Gary); and "Counselors as the Foundation of Global Change" (Doris Skelton). The papers consider the emerging role of counselors in this global society. Each paper contains references. A list of conference participants, a description of 3 pre-conference workshops, conference program and agenda are included. All conference presentations are included. (JDM)

ED 439 360   CG 029 934

Hays, Donald G.
In My Small Village.
PUB DATE- 98
NOTE- 4p.; In: "Relating in a Global Community." Proceedings of
  the International Conference on Counseling in the 21st Century

*School Guidance; Sex Differences
IDENTIFIERS- Taiwan

This paper describes research designed to provide data to help answer three questions regarding students' cognition of the importance of classroom guidance activities. The questions are: (1) What rank would students rate the importance of classroom guidance activities among 21 kinds of subjects in secondary school? (2) What is the most important question and what is the least important question in student's choice of 33 kinds of guidance contents, and what are the reasons? (3) Will gender and personality have interactive influence on the scores of the cognition of importance? The results of this study found that there are 21 class subjects in junior high schools in Taiwan and the importance of Classroom Guidance Activities ranked 19th, showing that these activities are unimportant from the viewpoint of students. But when students were asked to rate the degree of importance of the 33 contents of guidance curriculum separately, the average point of rank was between "very important" and "important". The three most important contents that students rated were to learn the art of building human relationships, to learn how to escape from danger and protect oneself from harm, and to know the relations between career decisions and life. It also found that female students attached more importance to the contents of guidance curriculum than male students. (Contains an appendix and 5 data tables.) (JDM)

ED 439 381 CG 029 960

Chiu, Herbert
The Adjustment of Young Employees to Their Love Lives and Work Lives.
PUB DATE- 98
NOTE- 8p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment; Foreign Countries; Interpersonal Relationship; Job Satisfaction; *Life Satisfaction; *Love; *Sex Differences; Young Adults
IDENTIFIERS- Hong Kong

As early as the 1930s Freud proclaimed that a mature personality is one capable of both love and loving, and constructive work and creativity. Gedo (1997) also advocated that the major components of mental health are love and work. This study looked at two major components of mental health, love and work, in the lives of Hong Kong young people. A focus group method was used to ask questions about work lives and love lives, and the resulting information was used to generate a questionnaire. The findings that levels of education, occupational status, and income positively correlate with satisfaction with work lives correlated with earlier research. Subjects who adopt more active and constructive ways of adjusting themselves to their work lives were more mentally healthy and satisfied. Females scored higher than males on items measuring quality relationships. This reflected a phenomenon that male subjects were less aware of such importance and they were less satisfied with their love lives. These findings suggest the need to help make males more able to maintain intimate relationships. (Contains 11 references.) (JDM)

ED 439 382 CG 029 961

ED 439 402 CS 013 918

McCulloch, Myrna T.
Which Builds Stronger Language Arts Skills--Workbooks or Direct Instruction? Will Teachers Spend Their Time Dispensing Consumable Worksheets or Imparting Skills through Direct Instruction? The Continuing Debate Asks Just How Explicit Phonics, Correct Spelling, and Quality Literature or Composition-Based Programs Fit into the Time Frame Teachers Are Given to Solve the Literacy Problem.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basal Reading; *Beginning Reading; *Language Arts; *Phonics; Primary Education; Skill Development; *Whole Language Approach
IDENTIFIERS- Core Knowledge Foundation; *Direct Instruction; *Educational Issues

This paper aims to offer a "fresh look" and to provide some further insights on teaching basic language skills with literature and composition-based "whole" language arts programs (this could include the Core Knowledge Foundation's literature), and on the time and attention this combination deserves in primary-level classrooms. According to experts, beginning students have spoken vocabularies ranging from 4,000 to 24,000 words, so that basal/workbook programs which teach about 175 mostly sight-memorized words in Grade 1 and use them, with necessary repetition, in "Dick and Jane"-type "literature" do not capture the attention of students. Dismissing the potential advantages the whole language movement offers is to ignore the opening reading reformers and explicit phonics and direct instructional advocates have been seeking for the past 70 years. Skills must be taught through direct instruction or work sheets, and direct instructional time permits the use of multi-sensory teaching techniques which address every "learning style" without discrimination. (NKA)

ED 439 403 CS 013 919

McCulloch, Myrna T.
Helping Children Learn "Phonemic" and "Graphemic" Awareness.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; Decoding (Reading); *English Instruction; Instructional Effectiveness; *Literacy; Phoneme Grapheme Correspondence; *Phonics; Primary Education; *Spelling
IDENTIFIERS- *Phonemic Awareness

A "national cry" has gone out that phonics and phonemics awareness must again be taught. True literacy involves much more than merely reading. Students need to be equipped to think, write, spell, and express themselves orally and on paper. This helps them to clarify their own thinking. The English alphabet is a sound/symbol system, not a pictographic one, and the 26 letters of the alphabet, singly and in some set combinations, are used to write the elementary sounds of English speech--the 42 pure sounds needed to say the entire

PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Language Role; *Literacy; Rhetoric; Translation
IDENTIFIERS- Dewey (John); *Discourse; *Emotions; Habermas (Jurgen)

To construct a new ideal to define what it means to be literate, Benjamin Endres turns to Jurgen Habermas's "discourse" to offer an ethic for literacy and to examine the conditions that must be met to be in communion with the other. The acceptance of language as "the specific medium of understanding" and Habermas's choice to "ignore nonverbalized actions and bodily expressions" is disconcerting, limiting the view of what it means to be educated to the cognitive domain. The limitations of language, when disembodied from the self, resonate throughout Hester Prynne's anguish as she searches for the comforts of home. In "The Politics of Translation," Gayatri Spivak locates the task of interpretation or translation as a way to consider language as a clue to the workings of gendered agency. Spivak sees language as providing clues to knowledge that permit people to engage in the site of negotiation or the place where communication occurs. In deconstructing language, she distinguishes between its logic and rhetoric. For her, rhetoric works in the silence between and around words to see what works and how much. As a way of addressing the shortcomings of Habermas's "discourse" as an ethic for literacy, and to expand on what Spivak calls rhetoric in her politics of translation, a consideration of John Dewey's writings on feelings and emotions offers an ethic that other literacy paradigms fall short in providing. To accept a cognitive paradigm for any ethic in education destines people to be lost in the labyrinth of their minds. (NKA)

ED 439 425 CS 217 036

Brandt, Lisa J.
The Situated Nature of Centers: Inviting Childhood into the Primary Classroom.
PUB DATE- 99
NOTE- 10p.; Color illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Cultural Context; *Learning Centers (Classroom); Primary Education; School Culture
IDENTIFIERS- Historical Background; Piaget (Jean)

Each classroom has certain beliefs and values, traditions and rituals, roles, expectations, and materials that contribute to a distinct classroom culture. This paper views and interprets children's experience in centers as socially constructed, dynamic, and situated in multiple, interdependent, cultural, and historical contexts. The paper provides a history of centers, and rethinks the purpose and process of centers. Centers are presented and conducted for different purposes based on the historical background of the grade, as well as the curriculum philosophy of the educators in the school. (Contains several color illustrations and 10 references.) (NKA)

ED 439 426 CS 217 037

Silence/Listening and Intercultural Differences.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the
  International Listening Association (21st, Virginia Beach, VA,
  March 7-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese Americans; *Cultural Context; *Cultural
  Differences; *Intercultural Communication; Japanese Americans;
  Korean Americans; *Language Role; *Listening
IDENTIFIERS- African Americans; Communication Competencies;
  Communication Styles; *Conversation; European Americans;
  *Silence

This paper explores the different ways in which Chinese American, Japanese American, Korean American, African American, and European American cultures value and use silence during conversation--the term "silence" is used broadly to denote limited oral speech verbal messages or the usage of fewer words to express feelings, ideas, and thoughts. Pointing out that all the ethnic groups discussed here have high exposure to United States (US) or Western culture, the paper shows glimpses of a few of the prominent features of certain cultures on the behavior of silence during conversation. The paper notes first that silence to some extent is valued within all cultural groups. It then discusses European American culture, the dominant US culture, suggesting that the US has an individualistic culture which uses low-context communication, meaning that information is (1) embedded mainly in the messages transmitted, and (2) is presented directly. The paper then examines African American culture, Japanese American culture, Chinese American culture, and Korean American culture. It states that to be an interculturally competent communicator requires the effort to become more aware of the nuances of another culture's communication style, and it makes three recommendations for silence and intercultural communication competence. (Contains 20 references.) (NKA)

ED 439 447   CS 510 256

Bales, Glenda R.
A New Vision for Public Broadcasting: The Summons to Rebuild.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the Western
  States Communication Association (71st, Sacramento, CA,
  February 25-29, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Audience Awareness; Audience Response; *Educational
  Television; *Government Role; Models; Programming (Broadcast);
  *Public Television
IDENTIFIERS- Democratic Communication; *Media History; Public
  Broadcasting Service; *Public Radio

Contending that public broadcasting has great potential to invigorate national discourses and to function as an agent of social change; at the beginning of the 21st century, many public television licensees are united solely by a core programming schedule and the need to raise funds at least four times a year. The paper traces the history of public broadcasting, noting that just as the history of United States issues involved in: (1) teaching students to use CMC; and (2) using CMC as part of a course. It discusses the ways in which CMC influences teaching and learning and also discusses student responses to this technology. (Contains 57 references.) (Author/RS)

ED 439 469 CS 510 281

Berger, Arthur Asa
Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Research; Content Analysis; Ethnography; Higher Education; Interviews; *Media Research; Qualitative Research; *Research Methodology; Semiotics; Statistical Analysis; Surveys

Examining both qualitative and quantitative approaches, this introductory text addresses media and communication research methods. Written for beginning research students at both the undergraduate and graduate levels, the book is clear, concise, and accompanied by many detailed examples. Attention-grabbing dialogue begins each chapter and gives students insights into a particular research technique. After an introduction, chapters in the book are: (1) What Is Research?; (2) Library Searches; (3) Semiotic Analysis; (4) Rhetorical Analysis; (5) Ideological Criticism; (6) Psychoanalytic Criticism; (7) Interviews; (8) Historical Analysis; (9) Ethnomethodological Research; (10) Participant Observation; (11) Content Analysis; (12) Surveys; (13) Experiments; (14) A Primer on Descriptive Statistics (with Felianka Kaftandjieva); (15) Nineteen Common Thinking Errors to Avoid; and (16) Writing Research Reports. (Contains 86 references and an approximately 150-item glossary.) (RS)

ED 439 470 CS 510 282

McDowell, Earl E.
An Investigation of High School Students' Perceptions of Reticence and Cognitive Communication Competence.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Measurement; *Communication Apprehension; Communication Research; High School Students; High Schools; Interpersonal Communication; *Interpersonal Competence; *Shyness; *Social Cognition
IDENTIFIERS- Communication Behavior; *Communication Competencies

This study addressed issues of communication apprehension and adaptability by examining relationships between reticence and cognitive communication competence, including differences between gender and age groups. The methodology included participant self-ranking according to a six-dimensional reticence skill system, and ranking according to the 22-point cognitive communication competence scale, which measures cognitive involvement before, during, and after communication. Results indicated that: (1) twenty-two high school students were identified as high reticence, 43 middle, and 25 low reticence; (2) significant differences occurred among reticence achievement in public schools, the CSRD program is a multi-year initiative that provides financial incentives to encourage schools to adopt comprehensive reforms. The document discusses the effect of the CSRD program on state reform programs, examines schools targeted by the program and how they heard about it, and explores why some schools decided to apply for a CSRD grant and others did not. The findings show that the CSRD program is being launched as intended, and without major disruption to existing processes for providing technical assistance to schools. Rural schools accounted for the fewest number of applicants, and, compared with urban and suburban schools, were the least successful in their bids to obtain CSRD grants. Three factors affected a school's decision about whether to apply for a CSRD grant: (1) its perceptions of the alignment between CSRD and its ongoing school-improvement work; (2) the school's ability to respond to requests for proposals as dictated by limited time and/or staffing resources; and (3) its assessment of the likelihood of winning an award based on school need. (RJM)

ED 439 490 EA 030 297

Hord, Shirley M.; Meehan, Merrill L.; Orletsky, Sandra; Sattes, Beth
Assessing a School Staff as a Community of Professional Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.; Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Evaluation Needs; Faculty Development; Personnel Evaluation; Professional Development; *Test Construction; Test Use; *Test Validity
IDENTIFIERS- Learning Communities

This document describes the development of an instrument designed to assess the implementation of a professional learning community among school staff. It describes the growing need for such instruments as schools increasingly deviate from traditional approaches in education in their efforts to enhance student learning. An instrument that could be used as a screening or assessment tool to ascertain the maturity of staffs as learning communities could help researchers conduct studies of schools that were clear examples of communities of professional learners, providing insights on how a professional learning community is created in a school. Such an instrument could be used to collect baseline data to determine if the development of a school staff resulted in a community of professional learners, to explore the pacing and time required by different schools in different contexts, and to employ the instrument as a diagnostic tool. The article outlines the structure of the instrument, which was initially titled "Descriptors of Professional Learning Communities," and consists of 17 descriptors grouped into five major areas of dimensions. It details the pilot and field testing of the instrument and provides results of data analyses, descriptive analysis, reliability analyses, and validity analyses. (Contains 10 references.) (RJM)

ED 439 491 EA 030 299

Oakes, Jeannie; Quartz, Karen Hunter; Ryan, Steve; Lipton, Martin
Becoming Good American Schools: The Struggle for Civic Virtue in

Schools (CES). CES is a growing network of over 1,200 schools and 20 regional support centers that promotes higher student achievement. The CES arose out of "The Study of American High Schools," led by Theodore R. Sizer, and began with 12 schools in 1984. Today, CES membership includes elementary, middle, and high schools in 39 states. The pamphlet describes the CES network and how CES centers and CES schools are connected to the national headquarters. It lists the ten common principles of CES: learning to use one's mind well; less is more, depth over coverage; goals apply to all students; personalization; student-as-worker, teacher-as-coach; demonstration of mastery; a tone of decency and trust; commitment to entire school; resources dedicated to teaching and learning; and democracy and equity. The text describes diversity in CES and discusses how CES are designed to ensure that students are recognized by their teachers and are fully supported in their academic, social, and emotional development. It details the importance of effective teaching and the need to have caring, competent, and qualified teachers. The document also offers summaries of CES programs in Massachusetts, Michigan, California, and Maine. (RJM)

ED 439 512   EA 030 320

Collection of Clearinghouse Notes, 1998-99.
PUB DATE- 99
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; Government School Relationship; *Improvement Programs; Instructional Improvement; Professional Development; *State Programs; Teacher Education
IDENTIFIERS- United States

This document brings together a series of short papers that examine 20 educational issues affecting all 50 states in the U.S. The following issues are addressed: (1) accountability, with an emphasis on performance-based accountability systems and state-performance indicators; (2) alternative schools for disruptive students; (3)assessment, especially states conducting student competency testing for high-school graduation; (4) character/citizenship education, with such concerns as the pledge of allegiance and state policies on citizenship education; (5) charter-school equity; (6) school choice; (7) class-size reduction; (8) communication; (9) determining the costs of a basic or core education; (10) versions of HOPE scholarships; (11) state constitutions and public-education governance; (12) states' student promotion/retention policies; (13) common state strategies and summaries of state policies to improve student reading; (14) service learning; (15) teacher preparation and professional development; (16) student results and teacher accountability; (17) beginning-teacher mentoring programs; (18) national board for professional teaching standards; (19) trends in teacher recruitment; and (20) vouchers. Many of the reports contain tables of data that detail, state-by-state, the issue under consideration. (RJM)

ED 439 513   EA 030 321

Governing America's Schools: Changing the Rules. Report of the National Commission on Governing America's Schools.

PUB DATE- 99
NOTE- 8p.; See ED 330 156 for 1989 version.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Ability Identification; *Definitions; Elementary Secondary Education; Eligibility; *Gifted; Guidelines; Personnel; State Aid; State Legislation; State Regulation; *State Standards; *Talent
IDENTIFIERS- *Colorado

These guidelines for gifted and talented education in Colorado are organized into four sections following the preliminary information, which lists key personnel for the Colorado State Board of Education, the Colorado State Department of Education, and the State Advisory Committee for Gifted and Talented Student Education. The first section offers a brief statement of the philosophy and rationale for gifted and talented education in Colorado. The second section presents the core guidelines which address: (1) definition of gifted and talented students; (2) identification of students for gifted and talented programming; (3) gifted and talented programming services; (4) accountability for gifted and talented programming; and (5) standards for personnel involved in gifted and talented education. The third section briefly notes guidelines for obtaining state funding for gifted and talented programming services. The fourth section lists the six state laws and regulations that provide the statutory and regulatory basis for gifted and talented education in Colorado. (DB)

ED 439 534 EC 307 713

Tuition Rate Setting Process for Schools Providing Special Education Programs.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Audits (Verification); *Disabilities; *Educational Finance; Elementary Secondary Education; Preschool Education; *Special Education; *State Departments of Education; *Tuition
IDENTIFIERS- *New York State Education Department

This audit report examines the process used by the New York State Education Department in setting tuition rates for schools that provide special education programs. The audit specifically addresses two concerns: first, whether the current process adequately ensures that reimbursable tuition costs are reasonable, necessary, and directly related to the special education programs; and second, whether alternative reimbursement methodologies might be used. The audit finds that reimbursable tuition costs are more likely to meet these criteria if the costs claimed by providers are analyzed more extensively by the Department. The audit also finds that a number of benefits might be realized if alternative reimbursement methodologies are considered. These alternatives include: comparison of student-to-staff ratios at the providers to ratios approved by the department; comparison of costs claimed by a provider to those claimed by similar providers; and consideration of performance-based criteria and incentives in new rate setting procedures for preschool special education also conducted. Data analysis indicated that participants generally felt that both teachers and students benefited from the inclusion program. Disadvantages identified by subjects included: lack of joint planning time; difficulties in matching general and special education teachers to avoid personality conflicts; territorial attitudes of some general education teachers who failed to share responsibility with the special education teacher; and lack of support for in and out-of-school professional meetings. The most commonly used teaching method reported was cooperative learning. Suggestions for preparing prospective teachers to work in inclusive settings are offered. The questionnaire is appended. (Contains 10 references.) (DB)

ED 439 553   EC 307 732

Ruediger, Greg; Lorence, Anne Gates
Boxed In: An Explanation for the Growth of Special Education.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; *Disabilities; Disability Identification; *Educational Trends; Elementary Secondary Education; *Incidence; Individual Differences; Intervention; Models; Research and Development; Research Needs; *Special Education; Standardized Tests; Student Needs; *Theory Practice Relationship; Trend Analysis

Noting that the number of students served in special education programs has increased at alarming rates since 1975, this paper posits that this increase is due to recent social and political variables and their impact on the educational system. Special emphasis is placed on how state and local educational leaders respond to national education movements. The paper argues that the academic excellence movement has led to an emphasis on standardized achievement tests and a deficit perspective towards children, in which children who vary from the standard are perceived as needing "fixing," usually by special education programs and interventions. Educators are seen as "boxed in" by the emphasis on achievement test performance and unable to teach to individual student needs and interests. The paper urges educators to develop a new vision of educational intervention based on a wellness rather than deficit paradigm and a focus on strengths rather than deficits of children and families. Researchers are encouraged to bridge the gap between research and practice, and specific research needs are identified. (Contains 29 references.) (DB)

ED 439 554   EC 307 733

Zantal-Wiener, Kathy; Rous, Beth; Lutzer, Christie; Mushegan, Tiffany; Weddell, Christine
Evaluation of the Virginia Training and Technical Assistance Center (T/TAC) System. T/TAC Cross Case Report, December 1999. Executive Summary.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Delivery Systems; *Disabilities; Elementary Secondary Education; High Risk Students; Inservice Teacher

DC.; Colorado State Dept. of Education, Denver.
PUB DATE- 98
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; Behavior Change; *Behavior Modification; *Behavior Problems; Communication Skills; Family Environment; Interpersonal Communication; *Parent Child Relationship; *Positive Reinforcement; Praise; Preschool Children; Preschool Education; Reinforcement; Skill Development

This self-study training manual for parents of children with autism contains nine modules on behavior modification techniques. The modules address: (1) the ABC's of behavior, which discusses discriminating among words that describe feelings and words that describe behaviors, identifying examples of learned behavior, and defining and identifying examples of antecedents, behaviors, and consequences; (2) teaching the child to follow directions, which discusses reasons children do not follow directions, ways to make difficult directions easier for children to follow, what to do when a child follows a direction and what to do when a child does not; (3) an introduction to reinforcement, which describes kinds of reinforcement and the necessity of catching a child being good; (4) how to use reinforcement with the child; (5) planning activities to increase appropriate behavior, which describes activities that are enjoyable and appropriate, anticipating problems during activities, and establishing reinforcement plans; (6) responding to undesirable behaviors and deciding which strategy to use; (7) deciding what to teach the child and breaking the skill down into steps; (8) teaching your child new skills and the hierarchy of prompts; and (9) encouraging the child to communicate. (CR)

ED 439 573   EC 307 752

Ahearn, Eileen M.
Educational Accountability: A Synthesis of the Literature and Review of a Balanced Model of Accountability. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Access to Education; *Accountability; *Disabilities; *Educational Assessment; Educational Change; Elementary Secondary Education; *Equal Education; Inclusive Schools; Input Output Analysis; Models; *Outcomes of Education; Research Needs; School Effectiveness; Trend Analysis
IDENTIFIERS- National Assn of State Dir of Special Educ

This document is a review of the literature on educational accountability and the presentation of a model of accountability developed by the National Association of State Directors of Special Education (NASDSE). Current literature is reviewed in terms of definitions, relationships to past educational reform movements, and critical issues that impact on current accountability efforts such as politics, standards,

Opportunities To Save Money, Save Energy and Improve Student Performance. A Congressional Briefing to the U.S. House of Representatives Committee on Science.
PUB DATE- 97
NOTE- 7p.; Sponsored by the Environmental Energy Study Institute.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Class Size; Climate Control; *Educational Environment; Elementary Secondary Education; Lighting; Noise (Sound); Public Schools; School Location; School Size; *Student Behavior; *Student School Relationship
IDENTIFIERS- Indoor Air Quality

Congressional testimony is presented concerning school buildings and their connection to student health, behavior, and learning, including a review of selected empirical studies conducted over the past 30 years showing an explicit relationship between physical characteristics of school buildings and educational outcomes. The factors responsible for student achievement are ecological in that they act together as a whole in shaping the context within which learning takes place. The testimony includes brief examinations on student behavior, health, and academic achievement as influenced by the use of natural lighting, the reduction of noise through proper location and siting of schools, optimal indoor climate, sick buildings and indoor air quality, school and class size, schools placed close to their neighborhoods, and the overall condition and management of the school building. (Contains 26 references.) (GR)

ED 439 595 EF 005 688

Estate Strategies: A Guide to Good Practice.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Planning; Foreign Countries; *Guidelines; *Institutional Mission; *Organizational Objectives; Postsecondary Education; *Strategic Planning
IDENTIFIERS- England; Organizational Needs

This guide explores key points in the development and execution of estate strategies for institutions of higher education, including: discussions on the benefits of an estate strategy; a list of self-assessment questions to consider; a breakdown of the strategy process, roles and responsibilities of various stakeholders; and the estate strategy format. Self-assessment strategies detailed include determining estate needs to support the objectives, analyzing and appraising options, and determining affordability. Use of working groups and consultants is discussed, as are the responsibilities of external partners and collaboration between institutions. The examination of the estate strategy format includes sections on: strategic objectives; estate data; performance assessment; future requirements, problems, opportunities, and proposals; options evaluation; and implementation. Appendices provide a sample estate strategy, advice on measuring practice, a list of the Higher Education Funding Council for England's estate strategy advisory group, estate strategy development frameworks, and technical estate data. (GR)

Instruction; Second Language Learning; *Spanish; *Spanish Literature
IDENTIFIERS- Argentina; Cuba; Mexico; Spain

A significant number of Hispanic children's books and juvenile short stories and novels produced in the last two decades reveal the social and cultural elements that affect the lives, traditions, and beliefs of young adults from Spanish-speaking countries. These books contain sociocultural realism, yet with a touch of the innocence and freshness of children and young adults. This combination of realism and vivid imagination makes this kind of literature powerful. In this article, a selection of the literature is compiled, selected for the significance of content, richness in cultural value, and interest to child and young-adult readers. The authors are from Spain, Cuba, Argentina, Mexico, and the United States. The literary works can be presented in numerous ways: as a base for research on Hispanic children's/juvenile literature; as a part of a cultural readings course offered to Spanish teachers; as a part of a seminar or advanced-level course offered to Spanish teachers; or as a part of a Spanish curriculum in both high school and university programs. It is hoped that this selection of contemporary Spanish children's and juvenile literature will provide a framework to increase the role that such works play in the research, teaching, and learning of Spanish. (Contains 84 references.) (KFT)

ED 439 615 FL 026 210

Dewey, S. Pascale
Bibliographie pour enseigner le francais des affaires (Bibliography for Business French Instruction).
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Eastern Michigan University Conference (17th, San Diego, CA, 1999).
LANGUAGE- French; English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Business Correspondence; *Citations (References); Foreign Countries; *French; Higher Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- France

This bibliography contains a list of various publications (books, journals, dictionaries, newspapers, magazines) as well as videos, CD-ROMs, Web sites, and the addresses of several French chambers of commerce that would be useful for any English speakers needing to live, do business, or otherwise spend time in France. References are in French or English, and sometimes both. (KFT)

ED 439 616 FL 026 211

Montone, Christopher L.; Loeb, Michael I.
Implementing Two-Way Immersion Programs in Secondary Schools. Educational Practice Report 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- English (Second Language); *Immersion Programs;

Aid; *Student Loan Programs; *Tuition Grants; Work Study Programs
IDENTIFIERS- Direct Lending; Parent Loans for Undergraduate Students Program; Pell Grant Program; Perkins Loan Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This publication presents a basic summary of student financial assistance programs provided by the federal government and explains how to apply for them. It begins by reviewing sources of information about student aid. A general information section covers student eligibility, financial need, dependency status, applying, special circumstances, withdrawals, deadlines, and the Federal Student Aid Information Center. Next, specific types of federal aid are explained. These include: federal Pell Grants; Direct and Federal Family Education Loans (FFEL) and Stafford Loans; PLUS loans (Parent Loans for Undergraduate Students), including Direct PLUS Loans and FFEL PLUS Loans; consolidation loans, including both Direct and FFEL Consolidation Loans; and campus-based programs, including Federal Supplemental Educational Opportunity Grants, Federal Work-Study, and Federal Perkins Loans. The next section discusses borrower responsibilities and rights. A final section explains important terms. The publication also offers lists of frequently requested telephone numbers and Web sites related to student financial aid and a list of state agencies and their telephone numbers. (SM)

ED 439 636   HE 032 655

Direct Loans School Guide. A Better Way To Borrow: The William D. Ford Federal Direct Loan Program.
PUB DATE- 99
NOTE- 503p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; Educational Finance; Eligibility; Federal Aid; Federal Government; *Federal Programs; Financial Support; Higher Education; *Paying for College; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Federal Direct Student Loan Program

This publication provides guidance to schools that participate in the Federal Direct Student Loan Program. It provides details on how the Direct Loan Program operates and on Direct Loan policies and procedures. The 12 chapters include: (1) "Overview of the Direct Loan Program"; (2) "Basic Components of Direct Loans"; (3) "Direct Loan Program Participant Responsibilities"; (4) "Participating in the Direct Loan Program"; (5) "Establishing Borrower Eligibility for Direct Loans"; (6) "Direct Loan Origination, Disclosure Statements, and Master Promissory Notes"; (7) "Drawing Down and Disbursing Direct Loan Funds"; (8) "Change Records and Loan Adjustments"; (9) "Reconciling Direct Loans"; (10) "Cash Management Issues for Direct Loan Schools"; (11) "Student Status Confirmation Report (SSCR)"; and (12) "Servicing Direct Loans." Appended are a directory for the Direct Loan Program; a glossary; the Code of Federal Regulations, Part 685; the Direct Loan Quality Assurance Planning Guide; and Title IV electronic processes. (SM)

ED 439 637   HE 032 656

Ed.
A Handbook for Teaching & Learning in Higher Education: Enhancing Academic Practice.
PUB DATE- 99
NOTE- 408p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Business Education; *Classroom Techniques; College Instruction; Dental Schools; Doctoral Dissertations; Engineering Education; Faculty Development; Foreign Countries; Graduate Study; Higher Education; Humanities Instruction; Instructional Effectiveness; Intellectual Disciplines; Language Arts; Law Related Education; *Learning Modalities; Medical Education; *Outcome Based Education; Reflective Teaching; Science Education; Social Sciences; Student Motivation; Teaching Guides; Teaching Methods; *Teaching (Occupation)

This book was written to support the excellence in teaching required to bring about learning of the highest quality. Chapters seek to offer the best practical advice in teaching, learning, and assessment, as well as references to research findings. An introductory section sets out the purpose of the book and examines the changing role and place of teaching in universities, especially in the United Kingdom. The next three sections explore major facets of teaching and/or learning, address the development of the academic as a teacher, and consider teaching/learning from the perspective of different fields of study. A final section offers a glossary of technical terms. Chapters are: (1) "A User's Guide" (Heather Fry, Steve Ketteridge, and Stephanie Marshall); (2) "Towards a New Professionalism: Accrediting Higher Education Teaching" (Gus Pennington); (3) "Understanding Student Learning" (Heather Fry, Steve Ketteridge, and Stephanie Marshall); (4) "Organizing Teaching and Learning: Outcomes-Based Planning" (Vaneeta-Marie D'Andrea); (5) "Principles of Assessment" (Richard Wakeford); (6) "Encouraging Student Motivation" (Stephen E. Newstead and Sherria Hoskins); (7) "Lecturing for Learning" (Jennifer Horgan); (8) "Teaching and Learning in Small Groups" (Sandra Griffiths); (9) "Supervising Projects and Dissertations" (Stephanie Marshall); (10) "Teaching and Learning for Employability" (Margaret Noble); (11) "Supporting Learning from Experience" (Liz Beaty); (12) "Using Information Technology for Teaching and Learning" (Su White); (13) "The Evaluation of Teaching" (Dai Hounsell); (14) "Supporting and Guiding Students" (Jenni Wallace); (15) "Quality and Standards" (Robin Middlehurst); (16) "Reflective Practice" (Margot Brown, Heather Fry, and Stephanie Marshall); (17) "Observation of Teaching" (Hazel Fullerton); (18) "Teaching Portfolios" (Heather Fry and Steve Ketteridge); (19) "Continuing Professional Development" (Patricia Partington); (20) "Key Aspects of Teaching and Learning in Science and Engineering" (Kate Exley); (21) "Key Aspects of Teaching and Learning in Arts and Humanities" (Krista Cowman and Sue Grace); (22) "Key Aspects of Teaching and Learning in Social Sciences and Law" (Helen Garrett); (23) "Key Aspects of Teaching and Learning in Languages" (Carol Gray and John Klapper); (24) "Key Aspects of Teaching and Learning in Medicine and Dentistry" (Adam Feather and Heather Fry); and (25) "Key Aspects of Teaching and Learning in Business and Management Studies" (Judith Foreman and Tom Johnston). Chapters include case studies, practice tips, and suggestions for further reading. (Most chapters contain references.) (CH)

CNN Newsroom Classroom Guides. January 2000.
PUB DATE- 00
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for January 3-28, 2000, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: issues of the Millennium, 100 hours of the Millennium, Mideast peace negotiations, reactions to the decision by the Immigration and Naturalization Service (INS) to send Elian Gonzalez back to his father, and the Commission on Presidential Debates (January 3-7); dispute over Elian Gonzalez, America On Line (AOL)-Time Warner merger, the Grand Canyon, General Pinochet's fate, and the cloned monkey (January 10-14); Martin Luther King, Jr. holiday, Chile's new leader Ricardo Lagos, growth of income inequality, Pacific Decadal Oscillation, and status of core concerns facing Israelis and Palestinians (January 17-21); Iowa caucuses, purposes of caucuses and primaries, role of the New Hampshire primary, the Republican and Democratic debates, and President Clinton's last State of the Union address (January 24-28). (AEF)

ED 439 676 IR 019 945

Valdez, Gilbert; McNabb, Mary; Foertsch, Mary; Anderson, Mary; Hawkes, Mark; Raack, Lenaya
Computer-Based Technology and Learning: Evolving Uses and Expectations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Decision Making; Educational Development; *Educational Technology; *Elementary Secondary Education; Instructional Effectiveness
IDENTIFIERS- Technology Role

To understand the value and impact of technology, one must recognize that there have been three distinct phases in technology uses and expectations: Print Automation, Expansion of Learning Opportunities, and Data-Driven Virtual Learning. This report takes an in-depth look at these three phases and, for each, addresses two important and highly interrelated questions facing educators as they try to determine the best use of technology in K-12 settings: (1) What evidence is there that the use of computer-based technology in each phase has a positive effect on learning? and (2) What significance do the findings from each phase have for educators today as they try

Publication

This paper discusses scholarly communication and the emergence of electronic journals. Scholarly electronic journals are expanding their influence. Currently, about 70 peer-reviewed scholarly journals in education are freely available through the World Wide Web. Wider access to scholarship, new possibilities inherent in the electronic medium, and a shortened publishing lag are some of the issues relating to this expansion. The collision of the financial aspects of traditional print publishing with the ground rules of academic scholarship is also contributing to the progress of electronic dissemination of scholarship. Concerns about the quality of scholarly electronic communication are misplaced since the peer review can be even more rigorous with online journals than with traditional print publications. In addition to economic issues, there are a number of medium-specific technical features of electronic publication that offer a huge potential to revolutionize scholarly communication. (Contains 18 references.) (Author/AEF)

ED 439 696 IR 019 970

Ganesh, Tirupalavanam G.; Middleton, James A.
Language as Access to Mathematics Learning and Technology in a Title I School.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); Computer Assisted Instruction; Educational Practices; English (Second Language); Grade 2; Grade 3; Instructional Design; *Language of Instruction; Limited English Speaking; *Mathematics Instruction; Primary Education
IDENTIFIERS- Improving Americas Schools Act 1994 Title I

This paper reports the results of a qualitative study focusing on the ways in which technological tools are implemented in mathematics education in a Title I K-5 school. Specifically, the intent was to understand the perspectives and actions of the school's mathematics specialist and the multi-graded 2nd and 3rd-grade classroom teacher as they attempted to deliver instruction with technology for both English-as-a-Second Language (ESL) and non-ESL students. Results of the study have implications for school policy and practice regarding the role of English in the use of technology for the education of recently arrived non-English speaking children. The most important implication is that the classroom teacher/instructional technologist must take into account the role of language when designing and delivering mathematics instruction and technology to such students by ensuring students understand the academic instructions that are used in combination with the notational systems, and that the emphasis in discourse is that of "communication," instead of "verbal English." (Contains 18 references.) (AEF)

ED 439 697 IR 019 971

Ozden, M. Yasar; Cagiltay, Kursat
Running behind the Best Pedagogy To Develop a Telematised Teaching Environment: A Case Study between Turkey and the USA.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English

Planning Committee members are listed, as well as manual contributors and Department of Public Instruction team members. Statewide themes used since 1970 are listed as part of the Summer Library Program history. Activity sheets and clip art are provided throughout the book. (AEF)

ED 439 719   IR 057 813

McCleary, Linda C., Ed.
Read from Sea to Shining Sea. Arizona Reading Program. Program Manual.
PUB DATE- 00
NOTE- 414p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Programs; Games; Learning Activities; *Library Planning; Library Services; *Reading Motivation; *Reading Programs; State Programs; Youth Programs
IDENTIFIERS- *Arizona

This year is the first for the collaborative effort between the Arizona Department of Library, Archives and Public Records, and Arizona Humanities Council and the members of the Arizona Reads Committee. This Arizona Reading Program manual contains information on program planning and development, along with crafts, activity sheets, fingerplays, songs, games and puzzles, and bibliographies grouped in age specific sections for preschool children through young adults, including a section for those with special needs. The manual is divided into the following sections: Introductory Materials; Goals, Objectives and Evaluation; Getting Started; Common Program Structures; Planning Timeline; Publicity and Promotion; Awards and Incentives; Parents/Family Involvement; Programs for Preschoolers; Programs for School Age Children; Programs for Young Adults; Special Needs; Selected Bibliography; Resources; Resource People; and Miscellaneous materials. (AEF)

ED 439 720   IR 057 814

Schlembach, Mary C.
Serials Control System Procedures and Policies.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Information Networks; Information Processing; *Information Systems; Library Technical Processes; *Serials
IDENTIFIERS- University of Illinois Urbana Champaign

This document includes procedures and policies for a networked serials control system originally developed at the Grainger Engineering Library Information Center at the University of Illinois at Urbana-Champaign (UIUC). The serials control systems encompass serials processing, public service, and end-user functions. The system employs a client-server computing architecture with a microcomputer client written in Visual Basic accessing a networked SQL relational database. The serials control systems are designed to expedite check-in, binding, and claiming within a graphical user interface; provide expanded search capabilities and access points; provide the capability for public service staff notes; provide a user-

Documentation and Information Department of ALECSO, the Arab League's Educational, Cultural, and Scientific Organization" (Abdulaziz Al Sunbul); "Asia/Pacific Literacy Database (Joint Development of UNESCO PROAP and ACCU)--A Suggestion for Creating an Effective Literacy Networking System in Asia and the Pacific" (Victor Ordonez, Shigeru Aoyagi); "ALICE--Information Bank on Nonformal Adult Education in Europe" (Lucien Bosselaers); "The 'State of the Art' and Experiences of the Former Socialist Countries of Central and Eastern Europe in the Field of Adult Education Information and Documentation Services" (Zoran Jelenc); "Latin American Educational Information and Documentation Network (REDUC): Self-Assessment" (Alfredo Rojas Figueroa); "The Current Status of Information and Documentation in Adult Education in Mexico" (Judith Kalman); "Reflections on Adult Education Documentation and Information: The Experiences of CDEACF" (Rosalie Ndejuru); and "ERIC--An Adult Educator's Perspective" (Susan Imel). Part II relates how, under the leadership of the UNESCO Institute for Education, the network has become a reality. It contains information about development and publication/implementation of the following items: "Developing a Network of Adult Learning Documentation and Information Services," an analytical and annotated directory; (2) a fellowship program in which participants developed draft regional action plans; (3) three-day expert seminar, ALADIN; (4) the ALADIN Web site; and (5) an e-mail seminar of ALADIN task force members. (YLB)

ED 439 222   CE 079 729

Bellfield, C. R.; Bullock, A. D.; Rikowski, G.; Thomas, H. R.
Funding for the Future: Strategic Research in Further Education. A Report for FEDA.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Finance; Educational Research; Federal Aid; *Financial Support; Foreign Countries; *Franchising; Postsecondary Education; Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain

A research study focused on the funding method for further education (FE) in Britain. From a theoretical study of the stimuli built into the new funding methodology, four topics of interest were selected for further investigation. To clarify the arguments, these topics were cast as a series of hypotheses that could then be tested using both national, aggregate data, documentary, and interview evidence from eight case study colleges. Hypothesis 1 was that colleges were subsidizing core provision from their franchising arrangements. Franchising was not without risk, financially or educationally. Franchising has a revealed a divergence in views about what should legitimately be funded as FE. Franchising is used as a vehicle for increasing participation or improving access to FE. Hypothesis 2 was that convergence has worsened the performance of students in FE. Its consequences were seen to be less adverse than expected. Main responses to convergence have been to change the terms and conditions of the teaching staff, and to diminish enrichment and pastoral care. Hypothesis 3 was that tariff farming may have led to greater diversity of provision within colleges. Manipulations of the tariff were rather more talked about than actually done. Hypothesis 4 was that there is greater differentiation within regions than between them.

complete the lessons. (Contains 12 references.) (YLB)

ED 439 240 CE 079 843

Investigation of Deficits in Higher Level Executive Functioning as a Prerequisite for Adult Basic Education Intervention. Final Report, Fiscal Year 1998-99.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Dropout Prevention; Educational Research; *Evaluation Methods; High School Equivalency Programs; Intention; Intervention; Interviews; Learning Processes; Learning Strategies; Metacognition; Prognostic Tests; Self Control; Self Evaluation (Individuals); Self Motivation; *Student Motivation; Thinking Skills
IDENTIFIERS- *Executive Function (Cognition)

Although the emphasis elsewhere is on learning disabilities and attention deficit disorder as possible causal factors for high dropout rates and associated student deficiencies in adult education (AE), a project explored an alternative etiology: intention deficit disorder. The hypothesis was that higher level "executive" regulatory skills are deficient in a subgroup of the AE population, making them poor prospects for benefiting from academic instruction if underlying regulatory functions were not addressed. Project activities included studying the topic of executive functioning and attempting to establish relationships to the activities carried out in adult literacy programs; evaluating instruments purported to test "executive functioning"; testing five students; evaluating these instruments' usefulness in planning for AE student programs; and providing two regional workshops dealing with this topic and self-regulatory abilities as prerequisites for instructional success. Findings were that the executive function hypothesis is an alternative way of viewing the apparent lack of intention or motivation of many AE students; available assessment instruments are designed to evaluate neuropsychological patients and are insulting to AE clients; and a preferred approach is a structured interview format. (Appendixes include the presentation, "Learning Deficit, Attention Deficit, or Intention Deficit Disorder"; executive functioning questionnaires; and proposed interview protocol.) (YLB)

ED 439 241 CE 079 844

Sullivan, Judy
Northampton Community College Adult Learner Competencies Implementation. Final Report, 1998-1999 and Adult Learner Competencies Implementation Manual for Workshops #1 and #2 and NCC Competencies-Based Lesson Plan "Mini-Bank".
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 144p.; Some pages, especially in the "Mini-Bank", may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

should also be valued for itself. It was further concluded that the system of funding education must consider the fact that adult learning pathways are not always in a single direction. Appended is a table providing examples of progression routes from Open College Network-accredited programs within England's Open College Network Centre. (Contains 110 references.) (MN)

ED 439 259 CE 079 881

Barr, Jean
Liberating Knowledge: Research, Feminism, and Adult Education.
PUB DATE- 99
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; Adult Programs; Case Studies; Community Education; Comparative Analysis; Continuing Education; Definitions; Democracy; Educational Needs; *Educational Objectives; Educational Practices; Educational Research; Epistemology; *Feminism; Foreign Countries; Foundations of Education; Fused Curriculum; *Knowledge Base for Teaching; Learning Processes; Needs Assessment; Position Papers; Research Methodology; Research Needs; Sex Differences; Teacher Student Relationship; *Theory Practice Relationship; *Womens Education; Womens Studies
IDENTIFIERS- Radicalism; United Kingdom

This book, which is directed toward tutors and learners in women's studies and community-based adult education programs who wish to cross the boundaries between arts, social science, and natural science, explores the relationship between research, feminism, and adult education. The book begins with a preface that provides background information on the author's childhood in Glasgow, Scotland. Chapter 1 explains the author's approach of offering a reflexive account of three research projects on women's adult education that she conducted at three different periods in her life. Running throughout the remainder of the book is the theme that methodology underpins all theory making. The book's guiding metaphor is that of "healing the breach" between "words and things" and between forms of knowledge that are usually separated in our culture: cerebral and emotional understanding; literary and scientific knowledge; and knowledge developed "from above" and "from below." (Contains 319 references.) (MN)

ED 439 260 CE 079 883

Dadzie, Stella, Comp.; Turner, Cheryl, Ed.
Making a Difference. A Resource Pack for People Who Want To Become More Active Citizens.
PUB DATE- 99
NOTE- 211p.; Research pack supported in part by the British Government's Adult and Community Learning Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Change Strategies; *Citizen Participation; *Citizenship Education; Civil Liberties; *Community Action; Community Programs; Definitions; *Democracy; Educational Resources; Foreign Countries; Global Approach; Glossaries; Group Activities;

SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and
Technology Education.
PUB DATE- 98
NOTE- 566p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; *Career Exploration; Career Planning; Careers; *Course Content; Curriculum; Educational Needs; Employment Opportunities; High Schools; Job Search Methods; *Learning Activities; Money Management; *Occupational Information; State Curriculum Guides; Teaching Guides; *Teaching Methods; Units of Study
IDENTIFIERS- *Texas Essential Knowledge and Skills

This curriculum guide for high school teachers contains eight units that correspond to the Texas Essential Knowledge and Skills (TEKS) for Career Orientation. The units cover the following topics: (1) career planning foundations (interests, aptitudes, and attitudes); (2) locating, analyzing, and applying career information (including information on entrepreneurship); (3) transferable skills; (4) job search skills and international employment; (5) the impact of career choice on personal lifestyle (money management); (6) career planning (setting goals, decision making, and educational requirements); (7) productive work habits and team work skills; and (8) the effects of societal changes on career opportunities. Each unit is divided into one-to-seven stand-alone instructional modules that contain a teacher overview providing the order of presentation of material; notes identifying the instructional purpose of student material; student and teacher information and activity sheets, student tests, and teacher transparency masters; and a teacher answer key. (KC)

ED 439 277 CE 079 922

Barbieri, Marty
Career Investigation Instructional Modules: Implementation Materials for Texas Essential Knowledge and Skills.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and
Technology Education.
PUB DATE- 98
NOTE- 570p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; *Career Education; Career Exploration; Career Planning; Careers; *Course Content; Curriculum; Educational Needs; Employment Opportunities; Job Search Methods; *Learning Activities; Middle Schools; Money Management; *Occupational Information; State Curriculum Guides; Teaching Guides; *Teaching Methods; Units of Study
IDENTIFIERS- *Texas Essential Knowledge and Skills

This curriculum guide for middle school teachers contains eight units that correspond to the Texas Essential Knowledge and Skills (TEKS) for Career Orientation. The units cover the following topics: (1) career planning foundations (interests, aptitudes, and attitudes); (2) locating, analyzing, and applying career information (including information on entrepreneurship); (3) transferable skills; (4) job search skills and international employment; (5) the impact of career choice on personal lifestyle (money management); (6) career educators who must embrace the rapid pace of change while holding on to the strengths and values from the past that form the foundations of continuing higher education. Part 1 presents three addresses: "Scholarship, Service, and Integrity: Benchmarks in a Changing Landscape" (S. Evenbeck); "Two Learning Systems--Western Governors University and California Virtual University" (A. Carmer, J.M. Highsmith); and "Changing Landscape of Continuing Education" (L. Phillips). Part 2 consists of 23 presentations from concurrent sessions: "High Profile-High Risk Rewards? Addressing Controversial Public Issues through University Continuing Education" (M. Nance); "Blended Technology Approach to Distance Education Delivery" (H.T. Major, N. Levenburg); "Strategies for Assessing and Sustaining Collaborative Relationships in Programming" (J.F. Donaldson); "Creating a Model for Managing Change through Partnerships" (J. Canady, N. Jackson, V. Young); "Where's the Library? Planning for Library Services for Distance Learning" (B. Hine, J. Tribble); "A Model Accelerated Degree Program--Saturday College" (B. Hodes, R. Aronson, S. Noonan); "Ten Ways to Create a Successful Development/Fund-Raising Program for Continuing Education" (A. Deutsch); "Accelerated Degree Programs: The First Five Years" (H. Moore, R. Palestini, J. Kokolus, R. O'Malley); "The Evolution of a Continuing Education Graduate Program in Mediation Studies" (B. O'Connor); "Degree Link: Model for Delivering Baccalaureate Degree Completion Programs Statewide" (L. Jensen); "Older Adult Program 1998 Award Winner: Rivier Institute for Senior Education (RISE)" (M. Burkhart); "International Continuing Higher Education (ICHE) Committee Award Winner" (M. Mitchell); "Assessing Community Need for Alternative Educational Opportunities" (K. Snider); "Incorporating Community Service into the Academic Curriculum for Adults" (R. Farmer, J. Jamieson); "Adults in the Multiage Classroom: Resisting Conformity in a Student-Centered Learning Environment" (E. Hardaway, N. Thompson); "Faculty-Staff Development: What Happened When Representatives of Historically Black and Historically White Colleges and Universities Addressed Issues Related to Nontraditional Students" (T. Preston, J. Hickerson, E. Powell, A.C. Patterson, J. Vondrell); "Transcending Academic Paradigm--Still Mission Impossible?" (V. Hromulak); "Adult Learners in Weekend College: An Accelerated Alternative" (D. Kelly); "Students as Customers: Would You Like Fries with Your Shakespeare?" (P. Lust); "Workforce Education and the Academy: Changing Landscape or Different Planet" (P. Brewer, P. Drake, D. Maxcy, S.R. McLaurin, R. Owens, W. Whelan, J. Yates); "Challenge to Program Quality: Educational Environments Matter" (J. DeJoy); "Adding Integrity and Value to Training and Continuing Education" (P. Wells, L. Davis); and "Facing an Uncomfortable Question: Do Part-Time Faculty Know/Practice Current Learning Principles?" (R. Campbell). Part 3 provides materials from the business meeting, including resolutions and committee reports. (YLB)

ED 439 296   CE 079 950

Peters, Bridget Ayuk
Measuring the Quality of Communication Linkages between Farmers and the Agricultural Agencies Responsible for the Diffusion of Innovations in the South West Province of Cameroon. A Summary Report of Research. Department Information Bulletin.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Hong Kong: An Exploration.
PUB DATE- 97
NOTE- 9p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Economic Impact; Family Life; Foreign Countries; *Social Change; Sociocultural Patterns
IDENTIFIERS- *Credit Cards; Hong Kong

Credit cards have swept through almost every social class and all ages in Hong Kong. This paper attempts to provide a preliminary analysis of the possible impact of credit cards on individuals and their families in Hong Kong. A literature review reveals that Hong Kong people, while enjoying the freedom and convenience of "plastic money," are following in the United States' footsteps of easy future spending and huge debts. An analysis on credit card adoption did reveal some problems experienced by families and society. Impacts of the changes in the concept of money spending, banking activities, and purchasing activities on consumers have been observed to be different for people from diverse social class status and from various age groups. In response to these new emerging problems, social welfare professionals have been urged to gain new intervention skills and knowledge. They have been encouraged to equip themselves with skills in credit counseling, family budgeting, and financial management, so that they are more ready to assist the increasing number of clients with such problems as well as provide preventive programs. (JDM)

ED 439 317 CG 029 884

Carlson, Jon
The Influence of Technology on Families.
PUB DATE- 97
NOTE- 6p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Family Influence; Foreign Countries; *Social Change; Social Influences; Technology
IDENTIFIERS- Asia; Support Systems

In Asia, the family unit has long been the foundation of society. The family system, instead of the government, provides social, economic, and emotional support to the individual as well as the family itself. Self-reliance and personal responsibility are nurtured within the family, but with increased urbanization and industrialization of Asia, the family unit is in danger of breaking down. This paper questions what will happen to the social structure if the family is weakened, and reflects on whether Asia will be able to preserve the family in its transition to modernization. It states that counselors can be helpful in assisting clients with decision-making by using opportunities for psychological counseling available via the Internet. The paper argues that counselors have been focusing exclusively on the internal aspects of families and have ignored the larger culture. They have been looking for

PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Counseling; Counselor Training; *Cultural Pluralism; Foreign Countries; Higher Education; *Reentry Students; Sex Differences; Well Being
IDENTIFIERS- Taiwan

This article examines the relationship among 11 selected factors and reentry difficulty, life satisfaction, and psychological well-being of Taiwanese students returning home from the United States. The results of the questionnaire showed that returnees' reentry adjustment was affected by gender, willingness to return home, overall satisfaction with overseas experience, and perceived treatment by home people. At the same time, their adjustment process was also affected by factors such as parental expectation, career consideration, love for the home country, and lifestyle preferences. The paper states that these findings have significant implications, especially for multicultural counseling and counselor training. Counselors in the United States and Taiwan can provide students/returnees pre-departure and reentry orientation for both general and specific readjustment concerns. Some suggestions include reality check, helping re-familiarize returnees with social conditions in Taiwan, developing appropriate job search and interpersonal skills, and coping strategies. As for educators in the multicultural counseling profession, it is hoped that this paper will call attention to the inclusion of reentry adjustment in the entire cross-cultural adaptation process, and will prepare student counselors to provide services to clients regarding both their initial cross-cultural adaptation as well as their reentry transition. (Contains 14 references.) (JDM)

ED 439 339   CG 029 910

Scott, Nancy A.
Student Success: Serving International Students in an Age of Technology.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; Counseling; *Cultural Isolation; Cultural Pluralism; Foreign Countries; *Foreign Students; Higher Education; *Social Isolation; *Technology; Universities

Interest among foreign students to attend universities in countries other than their own has been high for many decades. Until recently the emphasis has been on students from European cultures. This Eurocentrism focus in the United States affects non-European students. They find little familiarity and sometimes little acceptance of their cultures, customs, and languages. This paper discusses how American colleges and universities are attempting to serve international students so that they can be successful in meeting their educational goals. It also discusses how technology has an impact on student

(7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Electronic Mail; Elementary School Students; Foreign Countries; *Global Approach; *Intercultural Communication; *Partnerships in Education; Peace; Primary Education
IDENTIFIERS- *Pen Pals

This paper discusses the ideas of how to unite global villages to help create a better world. Argues that it takes just two people to begin a conversation between countries. It proposes that e-mail conversations can take place between children in classrooms in two different countries. Another benefit, besides breaking down the cultural barriers for these school children, would be to have those in developing countries correspond with those in more advanced countries in an attempt to travel the distance between the "have" and the "have-not" children of the world. (JDM)

ED 439 361 CG 029 935

Scott, Nancy A.
Higher Education Students in the 21st Century. New Directions for Relating in a Global Community.
PUB DATE- 98
NOTE- 4p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31,1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Confidentiality; *Counseling; Counseling Services; Depression (Psychology); Emotional Problems; Ethics; High School Graduates; Higher Education; Internet; Suicide

Multiple sources predict that the next generation of high school graduates is likely to have more severe emotional and physical problems than any previous generation. As their needs have intensified with complaints of stress, violent outbursts, thoughts of suicide, and feelings of malaise, so has their need for counseling. Students attending college will arrive on campus with very high expectations for personalized service. This paper suggests that technology can assist the counseling profession in meeting the challenges presented by these students. Examples of new technology that can assist include computerized data management of records to help track clients from intake through follow-up, biofeedback equipment to assist students in dealing with stress, and internet home pages for information sources. The paper also considers the ethical and confidentiality issues that have been created by the use of technological services. (JDM)

ED 439 362 CG 029 936

Gallagher, Jan; Coy, Doris Rhea
A New Emerging Role for School Counselors: Communication Activity Therapy (CAT) for Families.
PUB DATE- 98
NOTE- 7p.; In: "Relating in a Global Community." Proceedings of

Liu, Shu-Hui

Do Human Beings Know What They Value?

PUB DATE- 98

NOTE- 6p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Choice; Career Development; Foreign Countries; *Measures (Individuals); Undergraduate Students; Values; *Values Clarification

IDENTIFIERS- Gottfredson (L S); Value Analysis

This paper describes an investigation into the moderating effect of measurement type on value ladders elicited, using undergraduate students in a psychology course. It attempts to verify the relation between stimuli type and the priority order observed in previous studies concerning Gottfredson's proposition, which states that the criteria used by adults in occupational choice are priority-specific. The study determined that the relative importance associated with criteria in occupational ratings was found to vary as a function of the presented stimuli type. The results confirmed the relation between measurement approaches and value ladders elicited, and did resolve the conflicting findings concerning Gottfredson's priority proposition to a certain extent. Because a better measure of the true value system is not available yet, a multi-method approach is recommended. (Contains 13 references.) (JDM)

ED 439 383 CG 029 962

Benson, Robert K.

A.A. and Counseling: Conflict or Opportunity?

PUB DATE- 98

NOTE- 11p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alcohol Abuse; Alcoholism; Behavior Modification; *Compliance (Psychology); Counseling Effectiveness; Foreign Countries; Group Experience; Interpersonal Relationship; *Program Effectiveness

IDENTIFIERS- *Alcoholics Anonymous; Canada

The greatest focus in alcoholism treatment research today is matching client to treatment. Consistent with this research direction, this paper describes a survey completed by members of Alcoholic Anonymous (AA) regarding their assessment of AA as a treatment. It looks at the self-reported behaviors of AA members and compares these actions with program recommendations. In addition, it investigates the attitudes of AA members about other treatments and about AA itself, and seeks to identify areas of difficulty experienced when AA members address each of the 12 steps of the program. This paper reports that AA is a sufficient treatment unto itself for some people, but at least 23% of subjects felt that they required adjunctive treatment. Strong compliance with the program was demonstrated by responses to questions on whether or not subjects considered themselves alcoholics and whether or not they regularly attended meetings. Almost half the members had

English lexicon. The paper outlines and discusses the Riggs Institute's way of teaching their students to listen, hear, and say the sounds accurately, to read and write the corresponding letters, and to pursue this neurological/linguistic learning process through four primary sensory avenues: sight, sound, voice, and writing, to address all learning styles by teaching the stronger avenue/s, while remedying any weaker avenue/s, simultaneously. Attached is the Revised Orton Phonograms for correct spelling. (NKA)

ED 439 404 CS 013 920

Baker, Bridget; Kerr-Kidwell, PJ
Successful Reading Strategies To Meet the Texas Reading Initiative Components: A Literary Review and Manual for Administrators, Teachers, and Parents.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; *Classroom Techniques; Literature Reviews; Primary Education; *Reading Instruction; Reading Research; *Reading Strategies
IDENTIFIERS- Teaching Research; Texas

This paper provides a literary review and research-based techniques for teaching reading. The paper also examines the different philosophies of reading to ascertain beneficial commonalities. Based on the literature review, a manual was produced to support administrators, teachers, and parents in securing quality reading instruction. Appendix A contains teacher and administrative conversations at Wilshire Elementary; Appendix B contains the manual. (Contains 48 references.) (NKA)

ED 439 405 CS 013 922

Hoffman, James V.; Roser, Nancy L.; Salas, Rachel; Patterson, Elizabeth; Pennington, Julie
Text Leveling and Little Books in First-Grade Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Grade 1; Primary Education; Reading Achievement; Reading Improvement; *Reading Instruction; *Reading Material Selection; *Reading Materials; Reading Research; Validity

This paper investigates the validity of two current approaches for estimating text difficulty at the first-grade level--the Scale for Text Accessibility and Support-Grade 1 (STAS-1) and the Fountas/ Pinnell system--and analyzed student performance in relation to each. Subjects, 105 first graders in two schools, used "little books"--easy to read tiny paperbacks that serve as leveled practice materials for beginning readers. The schools are located in an urban area, 90% Latino, low-income, and with 95% of the students qualifying for subsidized school meals. The children were tested and placed into high, middle, and low ability-based reading groups. Each child was assigned a text set to read under either a preview, modeled, or sight reading condition, and their performance was evaluated for

Rienecker, Lotte; Jorgensen, Peter Stray
Fewer Tutorials and More Large-Class Workshops in the Teaching of Academic Writing. The Use of Model Examples in a Workshop Pedagogy.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Joint Meeting of the National and East Central Writing Centers Associations (Bloomington, Indiana, April 15-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Discourse; Foreign Countries; Higher Education; Models; Tutoring; *Writing Instruction; *Writing Laboratories; *Writing Skills; *Writing Workshops
IDENTIFIERS- *University of Copenhagen (Denmark); Writing Contexts

This paper profiles the Academic Writing Center at the University of Copenhagen, Denmark, which, although influenced by writing centers in American universities, is less dependent on tutorials. The university writing center has only three academicians for 13,000 students, and most of their time is spent teaching how-to-do-it workshops and classes (up to 180 participants per session). The paper lists the seven main topics of the basic course--each 3-hour session has elements of both lecturing and workshop, and participants are university students representing all levels from first year to Ph.D. in all 25 university disciplines. In all teaching, two workshop elements are included: (1) on-the-spot writing and sharing; and (2) commenting on short model examples of student writing by the students and the teacher. Illustrative examples of students' research questions and teacher comments are included in the paper, as is an outline of what good academic language consists of. The paper discusses why the simple teaching sequence is such a useful teaching strategy and points out three advantages of using model examples in large class workshops. Teaching large classes and workshops for writers of major projects is an invaluable, economical, and visible introduction to academic writing which leaves many tutorials unnecessary. (NKA)

ED 439 427 CS 217 038

Sythes, Laura
Making Sense of Conflict: A "Maternal" Framework for the Writing Conference.
PUB DATE- 99
NOTE- 20p.; Revised version of a paper presented at the Joint Meeting of the National and East Central Writing Centers Associations (Bloomington, Indiana, April 15-17, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Interpersonal Communication; Metaphors; *Student Needs; Teacher Student Relationship; *Tutoring; *Tutors; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Tutor Role

For a variety of reasons, the writing center conference is a site where difficult interpersonal negotiations must be made. Despite the idealized notion of equality between tutors and students during a session, tutors are in charge, and as such, public media is a narrative of visionary voices, it is also an American tragedy, a tale of loss, waste, and failed potential. It analyzes the "Democracy Project," Public Broadcasting Service's (PBS) idea of civic journalism, an attempt at involving the American public in politics and voting, and concludes that even though the Democracy Project won an Angel Award for excellence in media in 1997, it had "underwhelming viewer responses." Public purposes formed an underpinning philosophic foundation for early public media, but after the spectrum battles of 1934 and 1950-51 and Public Television Act of 1967, a compromise in public media practice produced a narrowed institutional vision. The paper delineates a program for reform of public television, one in which public television is designed to perform public service and restore public practices. (Contains 54 references.) (NKA)

ED 439 448   CS 510 257

Fairley, Michael S.
Troublesome Discourse: Analysis of Native Speaker/Non-Native Speaker Conversation.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Communication Research; *Communication Skills; Discourse Analysis; Foreign Students; *Interpersonal Communication; *Native Speakers; Secondary Education
IDENTIFIERS- *Communication Behavior

This paper presents a case study of an episode in a conversation between a native English speaker (the female director of an English language school) and a non-native English speaker (a student apparently with minimal language skills) in which the native speaker is engaged in an extended telling of seemingly crucial information. The troublesome nature of the discourse episode is strikingly revealed at two positions of other-repair initiation and their achievements; one at the beginning of the episode which works to initiate the extended informing, and one at the end of the episode which casts doubt on the accuracy of either participants' understanding of the content of the conversation. The conversation is nevertheless achieved through the use of several mechanisms. Namely, continuers are used as supportive devices to keep the telling going. Also, interruptions are used to hold the floor. The use of these devices, repairs, continuers, and interruptions in a native/non-native speaker conversation offers some evidence of the universal application of conversation analytic components, and evidence that the mechanisms are apparently available to non-fluent language speakers. (Author)

ED 439 449   CS 510 258

Fairley, Michael
Intercultural Communication Competence: Implications of "Old" and "New" Paradigms.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

groups on planning, modeling, reflection, and consequence cognition scores; (3) no significant differences occurred among gender or age groups; (4) high anxiety students are also reticent about knowledge, timing, organization, delivery, and memory; (5) twenty-five percent of high school students hesitate to engage in social interaction; (6) the more knowledgeable the student the more likely the transition from observer to participant; and (7) reticent students do not visualize communication as a dyadic communication process and consequently lack social interaction skills. Additional research should utilize the reticence and cognitive communication instruments, and longitudinal studies should examine potential reticence decreases. Appendixes contain sample reticence scales and assessment forms. (Contains 19 references and 4 tables.) (EF)

ED 439 471 CS 510 283

McDowell, Earl E.; McDowell, Carlene E.
An Investigation of High School Students' Perceptions of Talkativeness, Apprehension, and Willingness To Talk Variables.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Central States Communication Association (68th, Detroit, MI, April 13-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; *High School Students; High Schools; *Interpersonal Communication; Sex Differences; *Student Attitudes; Student Behavior
IDENTIFIERS- *Communication Behavior; *Conversation

This study is designed to determine if there are significant differences among "talkaholic" groups in rating reticence variables, in rating Personal Report of Communication Apprehension (PRCA) variables, and in rating Willingness to Talk in Class variables, as well as to determine if there are significant differences among Willingness to Talk in Class groups in rating reticence variables and PRCA variables. Results indicate that the high talkaholic group rated all reticence variables and all PRCA variables significantly lower than the low talkaholic group, as well as rating several Willingness to Talk Variables significantly higher than the low talkaholic group. The Willingness to Talk groups and the correlational analyses are reported and discussed in the paper. (Contains 17 references and 9 tables of data.) (Author/RS)

ED 439 472 CS 510 284

McDowell, Earl E.
An Investigation of the Academic Exit Interview.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Faculty; Communication Research; Communication Skills; *Department Heads; Employment Interviews; Higher Education; *Personnel Management; Sex Differences
IDENTIFIERS- *Exit Interviews

The academic exit interview provides faculty members with an opportunity to express their reasons for leaving the

Education Reform. The Jossey-Bass Education Series.
PUB DATE- 00
NOTE- 385p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Citizenship Responsibility; *Democratic Values; *Educational Change; Educational Improvement; Middle Schools; *School Restructuring; *Social Values
IDENTIFIERS- California; Illinois; Massachusetts; Texas; Vermont

Education reform based on technical and rational processes often short-circuits reform because it is uncontentious, abstract, and provides educators with no legitimate ways to question the marketplace values and policies that drive much contemporary school reform. The perspective referred to as "betterment" is an alternative reform that stresses the importance of civic virtue as exemplified by Jefferson, Lincoln, Jane Addams, and Martin Luther King, Jr. The book describes the experiences of 16 schools in 5 states that participated in the Carnegie Corporation's "Turning Points" reform of middle-grades schooling. The analysis uses longitudinal, comparative case-study research. Improvement occurred when schools acted on the democratic, caring, and socially just values of citizenship through civic interaction, which enables students to achieve a deeper understanding of subject matter through problem-based assignments. (DFR)

ED 439 492 EA 030 300

Arsen, David; Plank, David; Sykes, Gary
School Choice Policies in Michigan: The Rules Matter.
SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; *Board of Education Policy; *Charter Schools; Elementary Secondary Education; *Parent Rights; *School Choice; *Transfer Students
IDENTIFIERS- *Michigan

This report studies the combined impact of Michigan's two school-choice policies: charter schools, known as "Public School Academies," and interdistrict student transfers. The report examines geographical patterns of school-choice participation among the state's school districts, and investigates how schools and districts have responded to the challenges and opportunities posed by choice policies. To date, school-choice policies are having both positive and negative effects on Michigan's education system. Further expansion of these school-choice options is desirable, but only if accompanied by improvements in policy design and implementation. While such policies open up new opportunities for poor students, and make schools more responsive to parents' preferences, they also impose costs on some schools and students, including some of the state's neediest. Policy makers, therefore, should focus their attention on the rules and administrative procedures that govern the operation of choice policy. A report of ongoing research at Michigan State University regarding new choice policies in the state is appended. (Contains notes for each chapter, an appendix summarizing the research methodology, and an index.) (DFR)

PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Environment; Elementary Secondary Education; *Governance; Government School Relationship; *Needs Assessment; *Public Education; Public Schools; Trend Analysis

This report examines governance in K-12 public education and offers two approaches for altering public-education governance. The document is a product of the National Commission on Governing America's Schools, which is a special research group comprised of school-board members, state and local superintendents, teachers, for-profit education and charter-school representatives, governors, business leaders, education reformers, a state legislator, and leaders of a teachers' union. The commission was charged with developing ideas and strategies for modifying K-12 public-education governance to effect improvements for all students. The report is divided into four chapters. Chapter 1 discusses the condition of K-12 public education and Americans' perceptions of public education. It describes national and state dropout rates and completion rates, district performance, and trends affecting the state of K-12 public education. Chapter 2 examines the evolution of K-12 public-education governance, and the development of education from the 19th century up to the present. It focuses on such issues as centralized and decentralized approaches, the influence of industrial management, and strengths and weaknesses of current governance systems. The third chapter presents two systems of K-12 public education governance: publicly authorized, publicly funded, and publicly operated schools; and publicly authorized, publicly funded, and independently operated schools. A conclusion summarizes key findings. Two appendices describe the study. (Contains 57 references.) (RJM)

ED 439 514 EA 030 322

Comprehensive School Reform: Five Lessons from the Field.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Comprehensive Programs; *Educational Change; Elementary Secondary Education; *Improvement Programs; Models; School Effectiveness

This report presents the results of a 5-year study conducted by governors and other state and local policymakers on education reform. It is intended for a general audience and offers advice on what it takes to implement comprehensive school reforms. The document elaborates on five lessons learned in implementing comprehensive school reform: (1) comprehensive school reform changes the way schools, districts, and states do business; (2) legislative leadership sets the tone; (3) state education department support is key to long-term success; (4) teachers make or break comprehensive school reform; and (5) evaluation of results--early and often--is critical. The text focuses on programs. Following an introductory section, examination of the rate setting process considers student-to-staff ratios, cost of therapy services, comparative cost analysis, and alternative reimbursement methodologies. Exhibits and appendices include student-to-staff ratios at selected special education providers and comments of Department officials, who agree with the report's recommendations. (DB)

ED 439 535 EC 307 714

Heaviside, Sheila; Rowand, Cassandra; Hurst, David; McArthur, Edith
What Are the Barriers to the Use of Advanced Telecommunications for Students with Disabilities in Public Schools? NCES Issue Brief.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; Elementary Secondary Education; Internet; *Knowledge Base for Teaching; Knowledge Level; National Surveys; *Public Schools; Special Education Teachers; Staff Development; Staff Role; *Teacher Education; Technological Advancement; *Telecommunications; World Wide Web
IDENTIFIERS- *Access to Computers

This brief paper summarizes findings of a 1996 national survey of approximately 1,000 school administrators about the use of advanced telecommunications in their schools. One question asked administrators to report the extent to which five barriers hindered the use of advanced telecommunications by students with disabilities. Findings indicated that students with disabilities were equally likely as those without disabilities to have access to the Internet. Insufficiently trained special education teachers was the most frequently cited moderate or major barrier (47 percent) to the use of advanced telecommunications by students with disabilities. Fewer public schools cited a lack of computers available to students with disabilities (34 percent), not having enough computers with alternative input/output devices for student with disabilities (38 percent), and inadequate evaluation and support services to meet the special technology needs of these students. Three tables provide data on: (1) the percent of students with access to the Internet by disability status; (2) the percent of schools indicating specific barriers to use of telecommunications by school characteristics; and (3) the extent of lack of teacher training as a barrier to telecommunications usage. (DB)

ED 439 536 EC 307 715

Fisher, Maurice D., Ed.
Gifted Education Press Quarterly, 1999.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Education; *Needs Assessment; Program Evaluation; Staff Development; State Departments of Education; *Technical Assistance
IDENTIFIERS- *Virginia

This document presents results of an evaluation of Virginia's Department of Education's Training and Technical Assistance Centers (T/TACs), a statewide system of technical assistance which emphasizes collaboration in the planning and provision of services to children and youth with disabilities or at risk for school failure. Evaluation results are reported in terms of the following seven questions: (1) "What services do T/TACs provide, and to what extent are those services provided within and across regions?"; (2) "To what extent, and with what consistency, are the T/TACs' services facilitating long-term systemic change and capacity-building?"; (3) "To what extent are the T/TACs making an impact on service delivery options, outcomes, personnel training, policy, and family empowerment?"; (4) "To what extent are the T/TACs' services meeting the needs of students with disabilities?"; (5) "To what extent are the T/TACs' services meeting the needs of students who are at-risk for school failure?"; (6) "What factors hinder or facilitate the extent to which T/TACs function?"; and (7) "How can T/TACs be refined to maximize services to the intended population?" Following an introduction, individual sections address the Virginia T/TAC initiative, methodology, use and impact of T/TAC services, and conclusions. Appended are the telephone interview protocol, the site visit protocol, the personnel survey, and survey data tabulations. (DB)

ED 439 555 EC 307 734

Lovecky, Deirdre V.
Gifted Children with AD/HD.
PUB DATE- 99
NOTE- 8p.; Paper presented in slightly different form at the Annual CHADD International Conference (11th, Washington, D.C., October 8, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attention Deficit Disorders; Educational Planning; Elementary Secondary Education; *Gifted Disabled; *Hyperactivity; *Intervention; Special Education; *Student Characteristics; Student Evaluation; *Student Needs

This brief paper on gifted children with attention deficit hyperactivity disorder (AD/HD) focuses on the special educational needs of this population. Emphasis is on four major conclusions: (1) gifted children with AD/HD differ from average children with AD/HD in cognitive, social, and emotional variables (e.g., the gifted child is likely to show high level functioning in at least one academic area and is more likely to show developmental asynchrony); (2) gifted children with AD/HD differ from other gifted children (e.g., they have more difficulty completing work assignments and lack behavioral self-control; (3) assessment of gifted children needs to be done by those knowledgeable about both giftedness and AD/HD (e.g., misdiagnosis is likely and such children need to be evaluated in comparison with gifted peers in a stimulating environment); and (4) recommendations about Individualized Education Program or Section 504 planning need to consider both AD/HD problems and the effects of being gifted (e.g., these children may need acceleration at the same time they need to learn metacognitive skills to support more advanced achievement). (DB) assessment, inclusion, cost, data, governance, and leadership. Aspects of accountability systems in specific states and other countries are used to illustrate some of the issues. The review of the literature indicates that there is much unfinished business in the educational reform movement, and there are gaps in the research that need to be filled to assist in guiding that movement. The importance of a comprehensive model to address the concept of accountability is discussed, followed by the description of the development of the NASDSE accountability model. The model depicts educational accountability as comprised of the following three components: accountability for inputs and processes, accountability for system standards, and accountability for individual student learning. It defines an accountable education system as one which ensures that all children, including those with disabilities, benefit from their educational experience through equal access, high standards, and high expectations. (Contains 104 references.) (CR)

ED 439 574 EC 307 753

Special Education Issues in Caseload/Class Size. Quick Turn Around (QTS) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Size; *Criteria; *Disabilities; Elementary Secondary Education; *Special Education; Specifications; *State Regulation; State Standards; *Teacher Student Ratio

This issue brief provides an update on state regulations on caseload/class size in special education. The regulations from 27 states were reviewed and characteristics of state regulations are explained. Findings indicate that no two states have the same regulations on class size/caseload for special education. The size of the regulation varies from as short as one sentence to a very detailed eight pages. Two general types of regulations exist: those that are prescriptive on the basis of various elements and those that are nonprescriptive or general in nature. Among the prescriptive states, some use one criterion, while others use a combination. Limits are given in different forms; some are specific numbers while others use a range. In addition, some states use maximums and others use averages. States using single-criterion regulations use type of program, type of staff, and type of disability to set pupil-teacher ratios. Those states which have multiple criteria regulations use the following categories: by disability and program type, by disability and grade level, by program type and grade level, by teacher license and grade level, and by program type, grade level, and disability. (CR)

ED 439 575 EC 307 754

Fair, Estelle G.; Clay, Connie
Project Coach Outreach: Transdisciplinary Consultation/Coaching Training for Building Infant/Toddler Teams and Linking To Promote Services in Natural Environments. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 99
NOTE- 227p.; For the 1995 Project Coach Outreach Final Report,

ED 439 596   EF 005 687

Ehrenkrantz, Ezra
Planning for Flexibility, Not Obsolescence.
PUB DATE- 99
NOTE- 11p.; Material first presented as a keynote address at the Urban Educational Facilities-21 Conference at the New Jersey Institute of Technology (September, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Building Obsolescence; *Classroom Design; *Educational Facilities Design; Elementary Secondary Education; *Flexible Facilities; *Multipurpose Classrooms; Public Schools; *Space Utilization
IDENTIFIERS- *Computer Integrated Instruction; Technology Integration

This speech discusses computer lab/classrooms and the issue of properly combining space, pedagogy, and technology when facility planning to better enhance student learning and support the teaching process. Several case studies illustrate classroom computer workstation configurations and how these may help or impede student learning and instructional methodology. Also addressed are the rapidly changing tools of education and the ways for achieving the flexibility today's schools will need to adequately embrace these changes. Enough space must be allocated to allow for a variety of learning environments to be adopted, both large and small, that fit with the curriculum and teaching needs, and be appropriate to the requirements of the students. Without enough space in the school design to help schools be flexible enough to accommodate changes in learning and teaching over time, the useful life of new schools will be shorter than their predecessors of 20 years earlier. (GR)

ED 439 597   EF 005 689

YRE Program Guide.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Codification; Comparative Analysis; Educational Planning; Elementary Secondary Education; *Public Schools; *Track System (Education); *Year Round Schools
IDENTIFIERS- *California

This report examines single- and multi-track educational programs as found in California's public school system, explores the pros and cons of using year-round education (YRE) programs, and how to implement these programs. Each year-round tracking system is detailed using each of their calendars in a side-by-side comparison along with the advantages and disadvantages that exist for each. Final sections describe the education codes pertinent to YRE, including codes for establishing a year-round program, year-round scheduling, intersession funding, year-round grant program, air-conditioning allocations, and year-round facilities. Over half of the document consists of a listing and description of state education codes pertinent to

Interviews; Language of Instruction; Parent Participation; Program Development; *Program Implementation; Second Language Instruction; Second Language Learning; Secondary Education; Spanish Speaking; Student Participation
IDENTIFIERS- *Two Way Bilingual Education

Elementary two-way immersion (TWI) programs continue to proliferate throughout the United States, but the number of successfully implemented secondary TWI programs remains small. Many districts with TWI cohorts that are reaching the upper elementary grades must now make complex decisions about whether and how to extend their programs into middle school and high school. For this report, telephone interviews were conducted with project coordinators from seven schools that have secondary TWI programs; the information presented is anecdotal and self-reported. The number of secondary TWI programs in operation is small, and there is no existing research base evaluating their effectiveness. Responses provide a preliminary sense of the key challenges confronting TWI programs operated above the elementary level along with some experience-based options for meeting these challenges. Issues addressed include the following: program planning; language distribution, curriculum, and materials; student participation and motivation; attrition and late entries; student scheduling; teams, clusters, and houses; staffing; transportation; and parent involvement. A general overview of each problem is included. (Author/KFT)

ED 439 617   FL 026 212

Green, Simon, Ed.
New Perspectives on Teaching and Learning Modern Languages. Modern Languages in Practice, 13.
PUB DATE- 00
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Strategies; Classroom Techniques; College Students; Communicative Competence (Languages); Computer Assisted Instruction; Computer Uses In Education; Educational Change; *Educational Technology; Electronic Mail; Elementary Secondary Education; Foreign Countries; Higher Education; Internet; *Modern Languages; Native Speakers; *Second Language Instruction; Second Language Learning; *Teaching Methods; World Wide Web
IDENTIFIERS- Europe; European Union; France; Germany; Ireland; United Kingdom; United States

This book comprises a series of newly commissioned chapters designed to stimulate debate about what kind of language-teaching is appropriate for the new millennium, what skills learners will need to cope with the technological and linguistic demands, and how the two can be synthesized. Collectively, the contributors seek a convergence of views from practitioners and learners, researchers and trainers, policymakers and managers to make the most effective use of available resources. Divided into three distinct parts, the first focuses on research-based critical analysis and the context of modern languages education. Chapter titles include: "Learning and Teaching Strategies" (Michael Grenfelt); "Learner Autonomy: Why Foreign Languages Should Occupy a Central Role in the Curriculum" (David Little); and "Motivation and the Learners of Modern Languages" (Gary Chambers). The second section analyzes the current structures of educational provision (elementary, secondary, and higher education) and

Stewart, W. Kevin
Choice Theory and Prevention in Higher Education.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; *College Students; *Drinking; Health Promotion; Higher Education; *Prevention; *Student Behavior
IDENTIFIERS- *Choice Behavior; Preventive Education; Risk Reduction; *Risk Taking Behavior

A 1999 Core Alcohol and Drug Survey on a Midwest campus of a four-year institution found that 25 percent of students met the criteria for alcohol dependence at some point in their lives. These data were based on a 1998 report by the National Institute on Alcohol Abuse and Alcoholism, which estimated that 24.5 percent of young people who begin drinking alcohol at age 17, and more than 40 percent of those who begin drinking younger than age 15, will become dependent. In an attempt to take proactive measures to decrease the impact of problem drinking by students on campus and later in life, a prevention and intervention program based on choice theory was developed. This paper provides an overview of this prevention and intervention philosophy, which addresses the issues of student disconnection, isolation, and alienation, and teaches students to recognize and deal with the issues in effective ways. (SM)

ED 439 638 HE 032 657

Marshall, Jennifer L.; Fitch, Trey J.
The Impact of Traumatic Death Experiences on the World Assumptions of Traditional Undergraduate Students.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coping; *Death; Higher Education; Student Attitudes; Undergraduate Students; *World Views

This study investigated whether or not a traumatic death experience of another person (by suicide, homicide, unexpected illness, or accidental death) would impact the world assumptions of traditional college age students. The study also attempted to determine which independent variables (age at which the experience occurred, type of traumatic death, number of deaths experienced, relationship to the deceased, witnessing the death, and social support from family and friends) would predict three world assumptions held by traditional undergraduate students (benevolence of the world, meaningfulness of the world, and perceived self-worth). A sample of 354 undergraduate students from four Texas universities completed the study; 251 of the students in the group had had exposure to traumatic death; 103 students were in the non-exposure group. Data was gathered through a demographic survey; a world assumptions scale; and two scales measuring perceived social support-family and perceived social support-friends. Results indicated that there were no significant differences between groups on the world assumptions scale. Age at which the traumatic death occurred, relationship to the deceased, and social support from the family significantly related to benevolence of the world. Social support from the family significantly related to perceived self-worth. (Contains

ED 439 657 HE 032 735

Hart, D. G.
The University Gets Religion: Religious Studies in American Higher Education.
PUB DATE- 99
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Christianity; Ethical Instruction; *Higher Education; Intellectual Disciplines; *Protestants; *Religion; *Religion Studies; Religious Differences; *Religious Education; *Scholarship

This book argues that understanding the current state of academic teaching, and the study of religion in higher education, requires familiarity with the individuals and organizations that have shaped the field and, more importantly, with the arguments used to justify religion as a field of academic inquiry. The primary focus of the book is on the rationale that Protestant ministers and faculty employed to justify their work, and the narrative follows the ideas of mainline Protestants who conceived of religion as an academic subject, and the academic administrators who accepted that concept. The text is divided into three periods. The first, 1870-1925, was a period during which the first research universities were founded, and a period when dogmatic and sectarian religious scholarship adjusted to claims made on behalf of the truth-discovering capabilities of science. During the second period, 1925-65, Protestant religious scholarship was less sectarian, and religious studies blossomed as an academic field. In the third period, which covers the decades after 1965, it is noted that the civic faith of mainline Protestants, which had been inclusive, culturally respectable, and learned, once again was perceived to be narrow, intolerant, and sectarian. A concluding chapter examines where religious studies are headed for the future, suggesting that it may be time for academics to stop trying to secure a religion-friendly university. (Contains approximately 600 references.) (CH)

ED 439 658 HE 032 736

Warters, William C.
Mediation in the Campus Community: Designing and Managing Effective Programs. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 304p.; Sponsored by the Conflict Resolution Education Network.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Environment; *Conflict Resolution; *Counseling Services; Higher Education; *Problem Solving; Problems; *Program Development; Program Evaluation; Role Playing; Student Behavior; *Student Personnel Services
IDENTIFIERS- *Mediation; Mediation Techniques

This book presents a 10-step guide to establishing college and university mediation services, suggesting them as an effective to make technology-related decisions that have an impact on student learning? The conclusions of this report provide cumulative findings over the three phases, which are intended to help informed educators, policymakers, school administrators, school technical coordinators, and researchers make research-based decisions regarding the most beneficial approaches to technology use in K-12 education. (Contains 106 references.) (AEF)

ED 439 677   IR 019 946

Cohn, John M.; Kelsey, Ann L.; Fiels, Keith Michael
Writing and Updating Technology Plans: A Guidebook with Sample Policies on CD-ROM.
PUB DATE- 99
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; Information Technology; Library Automation; Library Development; *Library Planning; Optical Data Disks; Public Libraries; School Libraries; Special Libraries
IDENTIFIERS- *Technology Plans

The purpose of this book and accompanying CD-ROM is to provide any library that is undertaking the development of a technology plan with a general introduction to the components of and process for developing a plan, while also providing specific examples of plans that illustrate a variety of approaches. These approaches include stand-alone technology plans and organizational plans, as well as a number of special library plans. The Introduction offers a brief history of technology planning in public, school, academic, and special libraries. Chapter 1, "What Is a Technology Plan?" explains what a technology plan is and what purpose it serves. The body of the guide is contained in Chapters 2 through 4. Chapter 2, "The Basic Components of a Technology Plan," provides an overview of the basics, illustrated with numerous examples from actual plans. Chapter 3, "Defining Your Plan: Some Basic Decisions," and Chapter 4, "Developing Your Plan: Gathering Data and Identifying Needs," address various aspects of the development of a plan as a chronological process, discussing methods by which the components are created and developed following an assessment of purpose and need. Chapter 5, "Preparing and Writing Your Technology Plan," discusses the actual preparation and writing of the plan. Chapter 6, "Working with Your Plan," describes how libraries implement, evaluate, and keep their plans current. Chapter 7, "What Makes a Good--and a Not So Good--Technology Plan?" considers the elements that distinguish good technology plans. A concluding chapter, "Uses of a Technology Plan," reviews how to make the best use of a technology plan to further the library's goals and objectives. A list of relevant and recommended print and Web sources is provided at the end of most chapters. Appendices include an overview of Web-based resources for technology planners, a description of the CD-ROM, and lists of library technology plans on the CD-ROM. Contains an index. (AEF)

ED 439 678   IR 019 947

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Developing Nations; *Distance Education; Foreign Countries; Higher Education; *Instructional Design; Instructional Development; Instructional Effectiveness; Internet; Online Systems
IDENTIFIERS- *Turkey

This paper focuses on developing, implementing and evaluating an online, graduate-level distance education course--the first distance-based course to be offered over the Internet for students in Turkey. The authors present experiences of setting up such a course when students and faculty are 10,000 miles apart. The limitations and difficulties that distance course designers might face when designing a course for students in a developing country are shown. Experiences and findings that resulted from this course are presented, along with background information on the Turkish educational system, course details, pedagogical approaches, technical and administrative problems, political concerns, user support, assessment, modifications, and future plans. (Contains 18 references.) (AEF)

ED 439 698 IR 019 972

Lee, In-Sook
Factors Affecting Learners' Discourse Participation in a Computer Conferencing.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Foreign Countries; Group Dynamics; Higher Education; Online Systems; Student Participation; Telecommunications; *Teleconferencing; World Wide Web
IDENTIFIERS- South Korea; Technology Role

This research examined what factors affect learners' discourse participation in a Web-conferencing environment operated in a graduate course. Subjects were nine master's degree students, majoring in Educational Technology at a women's university in Seoul, Korea. Results suggest seven factors that affect students' discourse in the following ways: (1) asynchronicity has advantages of increasing the quantities of participation and facilitating logical and theoretical discussions; (2) user-friendliness and transparency of the software system may influence the participants' success in conferencing; (3) difficult access to the system tends to result in cognitive overload; (4) learners easily accept and get accustomed to partially integrated use of conferencing in a face-to-face course, but not a fully integrated one; (5) learner-led conferencing that lacked instructors' appropriate mediation tends to discourage well-focused and productive discourse, and causes learners to feel "unfinished"; (6) self-confidence facilitates learners' active discourse participation; and (7) pre-existing social and group dynamics among learners influence discourse patterns. (Contains 15 references.) (AEF)

ED 439 699 IR 019 973

Lee, In-Sook
Learners' Perceptions and Learning Styles in the Integrated Mode of Web-Based Environment.
PUB DATE- 00

friendly interface for patrons; and serve as a testbed for interface design and database techniques applied to serials control systems, and by extension to other search and retrieval systems. This manual provides an educational tool for librarians or other information professionals who are designing, evaluating, or implementing serials control systems by providing some description of the functionalities available. The manual is divided into the following main sections: Introduction; Serials Check-in Module; Check-in Form; Binding; Administration; and Printing. (AEF)

ED 439 721   IR 057 815

Sluser, Linda, Comp.
Soaring to Excellence 2000: You Have the Power! Teleconference for Library Personnel, College of DuPage.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Descriptions; Course Organization; Distance Education; Higher Education; *Library Education; *Library Personnel; *Staff Development; *Teleconferencing

The Soaring to Excellence staff development series of the College of DuPage provides the tools to empower library personnel in the workplace. Each teleconference in the series is supported by practical information, discussion questions, worksheets, and bibliographies. Students are provided with the opportunity to view and participate in three live satellite delivered presentations broadcast on three different dates. This document, designed to accompany Soaring to Excellence 2000, begins with a course information sheet and syllabus. The body of the document is the course handbook, including overviews and assignments of the four units: Success in the Library Workplace; Internet Power: How To Get It, How To Keep It, How To Pass It on; Information Power; and Final Project. Appendices include an annotated bibliography worksheet, transfer of training worksheet, student evaluation and suggestions form, and soaring fax cover sheet. Contains a course map. (AEF)

ED 439 722   IR 057 816

Sluser, Linda, Comp.
The Library Technical Assistant Program at the College of DuPage, Glen Ellyn, Illinois.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Course Descriptions; *Curriculum Guides; Higher Education; *Library Education; Library Technical Processes
IDENTIFIERS- College of DuPage IL

The Library Technical Assistance (LTA) Program at the College of DuPage, Glen Ellyn, Illinois combines classroom lectures, hands-on experience and a unique field experience component, offering a degree of Associate in Applied Science. This document contains a printout of information included on the LTA home page, and provides the following materials: a descriptive list

Evidence was not definitive, and the regional funding of FE needed further exploration. (Contains 53 references.) (YLB)

ED 439 223 CE 079 730

Davies, Peter
Learning and Earning: The Impact of Paid Employment on Young People in Full-Time Education.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Dropouts; Education Work Relationship; Educational Research; *Employment Patterns; Foreign Countries; *Full Time Students; *Part Time Employment; Postsecondary Education; Secondary Education; Student Attitudes; *Student Employment; Vocational Education
IDENTIFIERS- *Great Britain

The first stage of research into the impact of part-time employment on young people in full-time education analyzed questionnaires from 555 young people aged 14-19 in 7 secondary schools and in 7 further education sector colleges in Britain. A literature review focused on issues involved in combining part-time employment and full-time education. Findings indicated the following: employment was common among 14-15 year-olds and almost universal for 16-19 year-olds; extent of engagement in employment and range of hours worked did not vary significantly by socioeconomic grouping or location; college students and students studying toward vocational qualifications were significantly more likely to take part-time jobs and work longer hours; and the motivation to mix work and study was to earn money, usually to maintain a preferred lifestyle. Larger numbers of young people perceived work as having some adverse impact on their academic performance, and on their home and social life. Part-time work appeared to be an insignificant factor in causing dropout. Teachers and institutional managers felt paid employment was beneficial in offering preparation for adult life. Evidence supported their belief that many students work longer hours than is good for them. Findings supported a combination of strategies designed to assist young people working excessive hours to voluntarily to reduce their commitment to part-time work, backed by some tightening of legislation and codes of practice. (Contains 22 references and the survey instruments.) (YLB)

ED 439 224 CE 079 731

Bromley, Ruth; Morris, Andrew; Greenwood, Maggie
Curriculum 2000. Reformulated A and AS Levels: Aspects of Delivery.
PUB DATE- 99
NOTE- 40p.; The following English colleges took part in the case study: King George V Sixth Form College (Southport); Newham Sixth Form College (London); Worcester College of Technology; North Devon College (Barnstaple); Teeside Tertiary College (Middlesbrough); Yale College (Wrexham); West Kent College (Tonbridge); and LaSwap Sixth Form Consortium (London).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Articulation (Education); *College School Cooperation; *Curriculum Development;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052),Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Students; Daily Living
Skills; Educational Resources; Guides; Individualized
Instruction; Lesson Plans; *Needs Assessment; *Portfolio
Assessment; Portfolios (Background Materials); *Program
Implementation; Student Evaluation; Teacher Workshops;
*Teaching Methods; Theory Practice Relationship

A project provided training and guidance to Northampton Community College (NCC) staff in implementing the "new" adult learner skill competencies. Two workshops were held to serve 29 staff in Monroe, Wayne, and Pike counties in Pennsylvania. Among the topics covered were defining and introducing portfolios to adult learners, individualizing instruction, accessing resources, relating learning to daily living, the competencies, and teaching in real-life context. The staff members then assisted colleagues on the day-to-day implementation of the competencies. At the initial training, many instructors supported creation of a "lesson plan bank" to include contextual lessons identifying the learner skills competencies. Informational training packets were created for those workshops, and a lesson plan "mini-bank" of lessons identifying the competencies was established. A separate manual is provided that includes the informational training packets for the workshops and the lesson plan bank. Materials for Workshop 1 include definition and contents of portfolio; pictorial learning styles inventory; NCC learner needs assessment, and monthly learning evaluation; MELT competencies for English as a second language; writing products; and individualized instruction. Materials for Workshop 2 include a portfolio activity and an identifying competencies within lessons activity. The manual also includes a 36-page adult learner competencies lesson plan bank. (Contains 19 references.) (YLB)

ED 439 242 CE 079 845

Cort, Maureen A.; Pappalardo, Michele F.; Gonzalez, Manuel A.
A Pathway to Continued Success on the Job. A Final Report, July 1, 1998-June 30, 1999 and Product.
SPONS. AGENCY- Department of Education, Washington, DC.;
Pennsylvania State Dept. of Education, Harrisburg. Bureau of
Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 131p.; Contract number on cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052),Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Curriculum
Development; *Employment Services; Federal Legislation; Guides;
*Literacy Education; Models; Program Implementation; State
Programs; *Tenure; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Pennsylvania

This manual was developed by a project to create a model program that integrates basic skills instruction with requirements of welfare reform, and the project's final report describes activities taken to develop the manual. The report details the problem, goals, procedures, objectives met and not met, and an evaluation. The manual is designed to assist adult literacy providers in Pennsylvania to integrate basic skills instruction with the requirements of welfare reform as a post-employment strategy to enable the learner to retain or advance in

Information Sources; Internet; Leadership; Learning Activities; Learning Modules; *Political Socialization; Resource Materials; Skill Development; Social Change; World Wide Web
IDENTIFIERS- *United Kingdom

This document, which is a resource pack for individuals in the United Kingdom who want to become more active citizens, consists of information for group leaders and five learning modules. The section for group leaders contains the following: basic tips on leading a group; strategies for overcoming barriers to learning; glossary; and overview of the modules, activities, and learning objectives. Most modules contain the following components: module aim; list of activities and learning outcomes; tips for group leaders; ideas and information; and activities. Topics covered in the modules include the following: (1) setting an agenda (ground rules, aims, stepping stones and barriers, identifying learning needs, active citizens, identifying learning styles); (2) citizenship (volunteering, global citizenship, human rights, the U.K. Bill of Rights); (3) democracy (democracy in action, how laws are made, information and communications technology, lobbying, parent power); (4) campaign groups and how they work (starting a campaign, identifying supporters, getting messages across, targeting publicity, money matters, information overload); and (5) sources of additional information (charitable status, committees, data protection, discrimination, employees' rights, financial management, fund raising, insurance and personal liability). Appended are further resources on the following topics: community-based action; citizenship and democracy; and adult learning and active citizenship. (MN)

ED 439 261 CE 079 884

Aldred, Nannette, Ed.; Ryle, Martin, Ed.
Teaching Culture. The Long Revolution in Cultural Studies.
PUB DATE- 99
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Critical Theory; *Cultural Education; Educational Change; Educational History; *Educational Objectives; *Educational Theories; *Educational Trends; Ethics; Feminism; Foreign Countries; Fused Curriculum; Homosexuality; Instruction; Integrated Curriculum; Lesbianism; Literature; Political Socialization; Politics of Education; Postmodernism; Postsecondary Education; Relevance (Education); Social Change; Teaching Methods; *Theory Practice Relationship; Trend Analysis; Womens Education; Womens Studies
IDENTIFIERS- *Cultural Studies; Gay and Lesbian Studies; Radical Education; Relativism; *United Kingdom; Utopian Literature

This book contains 12 papers that trace the connections and tensions between the original aims and forms of cultural studies in Great Britain and Northern Ireland and the current settings, goals, and methodologies of cultural studies. The following papers are included: "Introduction" (Nannette Aldred and Martin Ryle); "Marginal Occupations: Adult Education, Cultural Studies, and Social Renewal" (Tom Steele); "'Politics by Other Means'? Or, Teaching Cultural Studies in the Academy Is a Political Practice" (Richard Johnson); "'Relevant Provision': The Usefulness of Cultural Studies" (Martin Ryle); "The Marginalisation of Literature in the Teaching of Culture" (Angeliki Spiropoulou); "Relativism and Utopianism: Critical Theory and Cultural Studies" (Kate Soper); "Whither Cultural Studies?" (Jim McGuigan); "Teaching Queerly: Politics, planning (setting goals, decision making, and educational requirements); (7) productive work habits and team work skills; and (8) the effects of societal changes on career opportunities. Each unit is divided into one-to-seven stand-alone instructional modules that contain a teacher overview providing the order of presentation of material; notes identifying the instructional purpose of student material; student and teacher information and activity sheets, student tests, and teacher transparency masters; and a teacher answer key. (KC)

ED 439 278 CE 079 923

McCuiston, Wendy; Stevens, Sarah; Mathieson, Mary
Home Economics Career Preparation Handbook.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 98
NOTE- 193p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; Career Education; Classroom Techniques; *Employment Potential; High Schools; *Home Economics; *Job Skills; *Learning Activities; *Occupational Home Economics; Occupational Information; Student Organizations; Teaching Guides; *Teaching Methods; Work Experience Programs
IDENTIFIERS- Future Homemakers of America; *Texas Essential Knowledge and Skills

This handbook is designed to help secondary education teachers in Texas to conduct courses in a broad range of occupationally-specific training options in home economics. These programs usually include general related instruction, specific related instruction, and work-based instruction for careers in home economics areas. The handbook is divided into three sections. The first section contains information and guidelines, including an overview of home economics career preparation, terms, career concentrations, facilities, policies and standards, funding, wage and labor information, transportation, insurance, and teacher certification. The second section provides information on managing home economics occupationally-specific programs, including: (1) roles and responsibilities; (2) student recruitment, enrollment, attendance, and transition; (3) training stations; (4) documentation; (5) public relations; (6) student leadership organizations; (7) advisory committees; (8) classroom management; and (9) end of year activities and future planning. The final section provides sample tools for classroom management, such as work-based-training report forms, work-based training coordination, evaluations, student portfolios and profile information, correspondence, certificates, brochures, and business cards. The guide is based on the Texas Essential Knowledge and Skills (TEKS) for Home Economics Education. (KC)

ED 439 279 CE 079 924

Perrin, Lynn; Mumme, Debbie
Independent Study in Home Economics Education. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 98

DESCRIPTORS- *Adoption (Ideas); Adult Education; Adult Learning; *Agricultural Education; Agricultural Production; *Change Agents; Communication (Thought Transfer); *Extension Education; *Farmers; Foreign Countries; Helping Relationship; Information Transfer; Innovation; *Interaction; Learning Motivation; Learning Processes; Models; Research; Teamwork; Technological Advancement; Theory Practice Relationship
IDENTIFIERS- *Cameroon; Facilitators

The quality of communication linkages between farmers and the agricultural agencies responsible for diffusion of innovations in the South West Province of Cameroon was examined in a study of all 25 researchers and 150 extension agents in the province and 385 farmers who were randomly selected from the province's 3,000 farmers. Data were collected through questionnaires completed by 90% of the researchers, 85% of the extensionists, and 75% of the farmers. The following were among the major findings: (1) more than half of farmers adopted food crops and related cultural practices transferred to them for that year; (2) the four most important factors responsible for farmers deciding to adopt the selected food crops were mutual trust between farmers and their information source, credibility of the information source, frequency of communication, and farm demonstration; (3) all three groups reported moderate levels of interaction with each other; (4) hierarchy characteristics and organizational goals were two of the most important factors affecting communication among the three groups; (5) all three groups reported using the hierarchical model of communication; and (6) working on immediate problems and active participation in committees were identified as two principles motivating adult learners to participate in learning activities. (Contains 112 references.) (MN)

ED 439 297   CE 079 952

Steiner, Stanley F., Ed.; Krank, H. Mark, Ed.; McLaren, Peter, Ed.; Bahruth, Robert E., Ed.
Freirean Pedagogy, Praxis, and Possibilities: Projects for the New Millennium. Volume 19, Critical Education Practice. Volume 1417, Garland Reference Library of Social Science.
PUB DATE- 00
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; Adult Education; *Andragogy; Communication (Thought Transfer); Cultural Context; Cultural Influences; Educational Change; Educational Needs; *Educational Philosophy; Educational Practices; Instruction; Minority Groups; Multicultural Education; Nontraditional Students; Poverty; Sociocultural Patterns; Teacher Role; *Teaching Methods
IDENTIFIERS- *Freire (Paulo)

This book contains 15 chapters, each by different authors, commenting and expanding on the educational philosophy and work of Paulo Freire. The following are included: "Paulo Freire's Pedagogy of Possibility" (Peter McLaren); "Studying the Media: What Makes Mainstream Media Mainstream" (Noam Chomsky); "Scientism as a Form of Racism" (Paulo Freire and Donaldo Macedo); "Liberating the Critical in Critical Theory: Marcuse, Marx, and a Pedagogy of the Oppressed. Alienation, Art, and the Humanities" (Charles Reitz); "Multiculturalism and the Politics of Nationalism in the Global Age" (Henry Giroux); "On 'Having Differences' and 'Being Different': From a Dialogue of Difference to the Private Language of Indifference" (George David Miller, Mark Roelof Eleveld); "Politics of Explanation:

pathology within the families and have not considered the impact of the larger system. The paper suggests that counselors address people's schedules to help them become less burdened, teach them how to live lives based upon their values, and help them develop a family mission statement and live by it. (JDM)

ED 439 318 CG 029 885

Hu, Xiaolu; Toman, Sarah
Career Development and Counseling Strategies in an Age of Technology.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Skills; *Career Counseling; *Employment Patterns; *Job Search Methods; Technology
IDENTIFIERS- Information Society; *Technological Change

The technology revolution not only brings new channels of global communication, but also brings unprecedented changes that can impact America's workforce. This paper highlights the impact of technology and knowledge-based economies to career development and the new concept and strategies that need to be developed. The technology revolution brings dramatic change to the workplace in that job security may no longer exist, and lifespans of companies have become shorter overnight. These changes have impacted the career counseling field. The career information delivery system has shifted to online methods. E-mail provides instantaneous transmittal of job listings and resume exchanges. The paper states that the linear, predictable procedure for career development no longer exists. Counselors need to stress to clients that continuous learning and life span education are keys for employability, career satisfaction, and to ensure adaptability to rapidly changing conditions. Since job security has now been changed to constant job changes, a perspective on the future must be integrated into career development. The paper concludes that the success of a career counselor will be the counselor's ability to assimilate changes into practice. Technologies such as therapeutic use of video, computer related tools, videoconferencing, and distance learning are now available to counselors to help with the transitions of their jobs. (JDM)

ED 439 319 CG 029 886

Mau, Wei-Cheng
Computer-Based Career Interventions.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Career Information Systems; *Computer Oriented Programs; Higher Education; Participative Decision Making; Undergraduate Students
IDENTIFIERS- Career Decisions; *Computer Assisted Career Guidance

success for international students. Several cautions about over-reliance on technology are mentioned. Because of this over-reliance, international students may become too immersed in technology and limit their socialization with other students. The paper concludes that the role of technology can positively impact student success, but the role of advisors and other professional staff is still a critical factor in ensuring students' success. (JDM)

ED 439 340 CG 029 911

Rowell, Lonnie
Relationship Technology and Caring: Comparative/Cross-Cultural Perspective on Counseling At-Risk Youth.
PUB DATE- 97
NOTE- 6p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; *Counseling; Cultural Pluralism; Humanization
IDENTIFIERS- *Caring; Transnationalism

This paper is based on two interrelated themes concerning the problems arising from counseling at-risk youth in the push for world-class education and the unique cultural, social, and political conditions of each country and community. The first theme concerns guidelines for building relationships with at-risk youth. The critical assessment of differing cultural perspectives and social and political conditions can be very useful in development of indigenous helping models that are responsive to emerging global problems. Details are given of ten guidelines that provide direction for the training of counselors and youth workers, guidelines that can be translated into policies and practices for schools and residential youth treatment facilities. These guidelines protect the dignity of even the most troubled youth, and promote the responsible involvement of alienated youth in the creation of just and caring communities. The second theme stresses the importance of transnational caring in the development of work with alienated youth. It reports that there is a critical need for incorporating culturally sensitive caring into modern counseling practices because people around the world increasingly experience technologized and dehumanized services in which real care is lacking. The lack of caring and cohesive communities increases the likelihood that youth will engage in destructive behavior. Therefore, it is especially important that this care be built into relationships with at-risk youth. (JDM)

ED 439 341 CG 029 912

MacDonald, Ginger
Issues in Multi-Cultural Counseling Supervision.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31,1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; *Counseling Techniques; *Family Counseling; Group Counseling; High School Students; High Schools; *Interpersonal Communication; Parent Child Relationship

School counselors are usually the first ones to encounter students who are having problems. From interviews with students and parents in crisis, communication between them is the primary concern. This paper describes Communication Anxiety Therapy (CAT), a process used to help develop communication within families. It states that CAT is filled with process strategies that encourage, engage, and empower students and families to positively deal with the stress in their lives. Each CAT session is designed to take its team members through a series of developmental learning phases. The sessions involve warm-up activities to help set the tone of the group, problem-solving activities, followed by assessing individual roles and group responses. The paper explains that it is participatory communication led by professional school counselors in their emerging role of providing counseling to the family unit. (JDM)

ED 439 363 CG 029 937

Peterson, Rosemary; Joyce, LaVonne M.
Positive Behavior Intervention for Emotionally Disturbed Children: The Counselor as Team Leader.
PUB DATE- 98
NOTE- 7p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31,1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Role; *Curriculum Development; Elementary Secondary Education; Helping Relationship; Individualized Education Programs; Program Development; *Special Education; *Special Needs Students
IDENTIFIERS- Hughes Bill (California)

Recognizing the increase in school violence, California recently enacted the Hughes Bill that requires a positive behavioral intervention plan for individuals with exceptional needs. Although special education teachers are required to develop positive behavioral intervention plans, most have not been trained in the skills necessary to develop or implement goals or objectives. This paper describes how to build a positive behavioral plan to bring about lasting positive changes in an individual's behavior. The steps to building a plan are: (1) describe the learner; (2) define the behaviors of concern; (3) conduct an assessment; and (4) develop replacement positive behaviors. The paper argues that teachers who make plans without the collaborative efforts of the counselor may solve the short-term needs of students without teaching lifelong coping and social skills. The skills that teach the child to interact in a positive way at school are skills that can prepare him or her for success in all settings. (JDM) undergone the setback of drinking again, yet resumed their attempts at recovery. It notes the need to investigate the reasons why people in AA experience a high attrition rate. (Contains 34 references.) (JDM)

ED 439 384   CG 029 965

Falik, Louis H.
Using Mediated Learning Experience Parameters To Change Children's Behavior: Techniques for Parents and Childcare Providers.
PUB DATE- 88
NOTE- 8p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; *Child Development; Children; Cognitive Psychology; *Concept Formation; Foreign Countries; Learning Activities; Parents
IDENTIFIERS- Indonesia; Israel; Singapore

This paper describes the conceptual and activity focus of a training program for parents and childcare providers to help children develop their learning potential. The program thereby facilitates children's integration into society and enhancement of further learning propensities needed by them to adapt. The focus of the work is to create conditions for the enhancement of learning potential for all individuals, and is directed toward helping parents maximize the developmental interactions that are part of the typical and available life space they experience. It addresses the child with special needs for whom impairments of development caused by a wide variety of conditions require specially designed and implemented interventions to overcome barriers to development. The training model has been presented several times, in a variety of cultures (United States, Singapore, Indonesia); evaluation feedback indicates the efficacy of the model. The model explains that systematic, controlled research has not yet been done. (JDM)

ED 439 385   CG 029 966

Hardin, Ann; Sukola, Kelly Renee
Empowering Abused Women: Multi-Cultural Counseling Techniques.
PUB DATE- 98
NOTE- 7p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; Counseling; Counseling Techniques; Cultural Awareness; Cultural Pluralism; Emotional Abuse; *Empowerment; Group Counseling
IDENTIFIERS- Guam

In the mid 1980's some of the counselors on Guam began to explore oppressive family patterns. This resulted in major legislative, child welfare, and law enforcement changes, as well as a quest for treatment strategies that would meet the needs of this accuracy, rate, and fluency. Results indicated that the text leveling procedures these systems employed were largely accurate. Their analysis even suggested potential benchmarks for first-grade performance: 95% accuracy, 80 words per minute, and a fluency level of 3 (on a scale of 1-5) with reading material of mid-first-grade difficulty. More research is needed to determine whether these figures hold for the larger public. Lastly, results indicated that the modeled reading condition seemed particularly supportive of children's subsequent independent reading at any level. (Contains 13 tables of data and 18 references.) (RS)

ED 439 406 CS 013 923

Jones, Glenowyn L.
Hurrah for Chapter Books.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Michigan Reading Association Conference (March 25-28, 2000)
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Classroom Techniques; Elementary Secondary Education; *Fiction; Learning Activities; *Nonfiction; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Historical Fiction; Newbery Award; *Trade Books

This annotated bibliography contains a list of 42 recent Chapter Books. The bibliography is divided into the following topics: Adventure-Survival (3 titles); Autobiography-Biography (3 titles); Death (1 title); Easy Readers (8 titles); Good Reading (12 titles); Historical Fiction (10 titles); Mystery (3 titles); Newbery Award Winner, 2000; and Sports (1 title). For each book, the bibliography gives a few themes, the interest level, and the reading level. The bibliography also provides 12 questions to ask when selecting a book and offers suggestions for teaching Chapter Books, along with a list of suggestions for writing, speaking, art, social studies, and reading activities. (NKA)

ED 439 407 CS 013 924

Ediger, Marlow
Teaching Reading at the Work Site.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Individual Development; *Reading Improvement; *Reading Instruction; *Reading Skills; Reading Teachers; Vocabulary Development; *Workplace Literacy
IDENTIFIERS- Reading Uses

Inadequate self-concepts develop due to being a poor and insecure reader. Any company invests time and money wisely if it provides individuals opportunities to develop needed reading skills at the workplace. There are selected prerequisites for reading instructors to stress when teaching at the workplace: (1) the instructor needs to have basic information from each candidate; and (2) the reading level of the candidate needs to be determined, either by using a standardized test or by having the candidate/worker read aloud. Reading achievement of the they must plan and run the session so that it best meets the needs of the student. Tutors must do this in an improvisational way because they confront students and their issues at the exact moment during which they must be dealt with. To give tutors more tools with which to do so, this paper explicates a "maternal" metaphor for the writing conference. The paper's metaphor attempts to provide a framework that helps tutors understand the conflicts they face in the writing conference and in their identities as tutors, thus allowing them to better serve their students. (Contains 11 references.) (NKA)

ED 439 428 CS 217 039

Carter, Shannon
Writing Center Internships: The Case for Collaboration and Integration?
PUB DATE- 00
NOTE- 15p.; Paper presented at the Joint Meeting of the National and East Central Writing Centers Associations (Bloomington, Indiana, April 15-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Higher Education; Internship Programs; *Tutoring; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Course Development; Texas Womens University; Tutor Role; *Tutor Training

This paper considers the best way to design a training program for prospective and current writing center tutors. The paper uses the writing center at Texas Women's University as an example, for even after training, weekly meetings, and focused readings, peer tutors were at a loss for what to do--most of the peer tutors just were not able to get at "the art of tutoring." According to the paper, an experimental course (mandatory for those wishing to be tutors) called "Writing Center Internship" has proved to be very helpful. The paper outlines the course in detail. It explains that: the course's first phase was devoted to theory and the students' personal experiences with their own writings; the second stage was developed around student observations of tutorial sessions; the third stage had students get out and practice all they have been watching, reading, discussing, and pondering; and the fourth stage synthesizes the whole of the course agenda. The paper concludes with wisdom gleaned from experiences of the tutors-in-training. (NKA)

ED 439 429 CS 217 040

Nystrand, Martin; Graff, Nelson
Report in Argument's Clothing: An Ecological Perspective on Writing Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Classroom Research; *Language Arts; Middle Schools; *Persuasive Discourse; Social Studies; Teacher Behavior; *Writing Assignments; *Writing Instruction;

DESCRIPTORS- *Communication Skills; Cultural Differences; Higher Education; *Intercultural Communication; *Research Methodology
IDENTIFIERS- *Communication Competencies

Approaches to intercultural communication competence display such diversity in method and perspective that the term "paradigm" can be used to describe them. There is evidence that a shift is occurring from "old" perspectives of intercultural communication in general and intercultural communication specifically, characterized by individualistic, persuasive, or rational conceptualizations, to "new" perspectives, characterized in terms of interaction, creation, and emergence. This crude way of categorizing these perspectives, as "old" and "new" paradigms, can allow for an examination of the conceptual issues that clearly impact our understanding of intercultural communication phenomena and the usefulness of that understanding. This is especially the case in an academic climate in which the meaning of terms such as culture and competence are ambiguous and shifting. (Contains 22 references and a table describing the new and old paradigms.) (Author/RS)

ED 438 450 CS 510 259

Sakamoto, Masahiro; Pribyl, Charles B.; Keaten, James A.; Koshikawa, Fusako
Japanese College Students Speak about Their Fear of Communication: Thematic Analysis through SPSS TextSmart.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Communication Apprehension; Communication Research; Focus Groups; Foreign Countries; Higher Education; Research Needs; *Student Attitudes
IDENTIFIERS- Japan

Most, if not all research on communication apprehension (CA) in Japan has been theory driven. While a theory driven approach may be useful to help understand certain aspects of CA in Japan, a ground-up approach offers the opportunity to understand in depth, the thoughts, feelings and behaviors of those who suffer from CA. This paper reports the results of a focus group where Japanese students were able to talk freely about the impact of apprehension on their daily lives. After categorizing and analyzing the results from a series of focus groups, the impact of communication fear on the everyday lives of the Japanese participants shows that many of them appear to live double lives, one as successes of the Japanese educational system, and also as victims of fear communication. The paper closes with suggestions for future research, including which kind of treatment program or programs is best suited for Japanese populations. Contains 24 references; 2 charts of data are attached. (Author/RS)

ED 438 451 CS 510 261

Allen, Mike; Bradford, Lisa; Grimes, Denis; Cooper, Erica; Howard, Loretta; Howard, Undraye
Racial Group Orientation and Social Outcomes: Summarizing Relationships Using Meta-Analysis.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-

university. The study was designed to discover if there were significant differences between academic gender groups, between rank groups, and among years of experience groups in rating exit interviewing variables: conduct exit interviews, formal training in conducting exit interviews, special list of questions, involuntarily leave department, level of satisfaction, and reliability and validity of the interview. Completed survey instruments were received from 76 department heads/chairs at a large Midwestern university. The results indicated: (1) only 14% of heads/chairs have conducted exit interviews; (2) 27% believe the exit interview is reliable; (3) 7% believe exit interviews are valid in discovering the real reason why faculty members are leaving; (4) no significant differences existed between gender groups, rank groups, and years of experience groups; but (5) all respondents believe exit interviews can provide valuable information to the departments and the university. Based on the findings, two communication faculty at the university are developing a workshop to teach administrators interviewing skills to conduct exit interviews. (Contains 9 references and 4 tables of data.) (RS)

ED 439 473 CS 510 285

Gunter, Barrie
Media Research Methods: Measuring Audiences, Reactions and Impact.
PUB DATE- 00
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Audience Analysis; Higher Education; *Mass Media Effects; Mass Media Role; Mass Media Use; *Measurement Techniques; *Media Research; *Research Methodology

Discussing the theoretical underpinnings of media research methodologies, this book provides a broad overview of the methodological perspectives adopted by media researchers in their attempt to derive a better understanding of the nature, role, and impact of media in society. By tracing the epistemological and theoretical roots of the major methodological perspectives, the book identifies the various schools of social scientific research that have determined the major perspectives in the area. It discusses the relative advantages and disadvantages of quantitative and qualitative methods, and examines recent trends that signal a convergence of approaches. Chapters in the book are: (1) Evolving Theoretical Background of Media Research; (2) Overview of Media Research Methodologies: Audiences; (3) Overview of Media Research Methodologies: Media Output; (4) Measuring Media Usage and Exposure; (5) Measuring Affective Responses to Media; (6) Measuring Cognitive Responses to Media: Attention and Comprehension; (7) Measuring Cognitive Impact of Media; and (8) Measuring Behavioral Impact of Media: From Association to Causation. (Contains approximately 650 references.) (RS)

ED 439 474 CS 510 286

Seale, Clive, Ed.
Researching Society and Culture.
PUB DATE- 98
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 439 493 EA 030 301

Joyce, Bruce; Calhoun, Emily; Hopkins, David
The New Structure of School Improvement: Inquiring Schools and Achieving Students.
PUB DATE- 99
NOTE- 267p.; Foreword by Peter Mortimore.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Board of Education Policy; Elementary Secondary Education; Foreign Countries; *School Effectiveness; *Student Improvement
IDENTIFIERS- England; *Local Education Authorities (United Kingdom); United States

Site-based management has failed to generate change significant enough to increase student learning even where principals, leadership teams, and faculties have had extensive Organizational Development training. The problem may lie in the nature of the workplace rather than in the reasonableness of the theory. This work presents a structure of school improvement built by comparing the differences between schools that regularly generate unexpectedly high levels of student learning and those where student learning is normal. The former schools are self-renewing, and the process creates ongoing, disciplined inquiry, promoting the continuous study of student learning and initiatives to improve achievement in academic, personal, and social fields. Schools as workplaces include study time for teachers, continuous staff development, and schools governed by staff, parents, community agencies, business partners, and local district personnel. (Contains a 27-page bibliography and an index.) (DFR)

ED 439 494 EA 030 302

Leadership Development.
PUB DATE- 99
NOTE- 337p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Programs; Educational Administration; Educational Development; Elementary Secondary Education; *Instructional Leadership; *Leadership Training; Partnerships in Education; Program Development
IDENTIFIERS- North Carolina

This skills packet is part of the North Carolina Helping Education in Low-Performing Schools program. This initiative helps educators establish ties with technical-assistance partners who can facilitate school-improvement efforts. The skills packet, which was designed to be delivered by a skilled trainer, focuses on leadership development. Its four sections: (1) Instructional Leader; (2) Planning; (3) Site-Based Management and Other Education Reform Programs, and (4) Communication, which contains activities that are intended to help participants identify instructional leadership styles, describe the characteristics of an effective leader, design and communicate a vision and mission, utilize appropriate planning tools and practices, provide direction in planning for student achievement, implement and institutionalize an effective site-based management program, and communicate with a variety of the dramatic difference between comprehensive reforms and piecemeal improvement strategies that have long dominated education. It stresses the importance of district support in any reform, emphasizing the importance of finding a strong match between schools and reform models and the need to create stability in schools in spite of administrative changes. The document illustrates the benefits of union support and professional development, and the importance of showing parents, teachers, and students positive results. It states that comprehensive reforms will keep state leaders on the mark as regards education issues, will create savvy consumers, and will balance supply and demand in education. (Contains 36 references.) (RJM)

ED 439 515 EA 030 323

Reed, Cynthia J.; Dolasky, Dorothy; Irvin, Teresa; Ross, Joseph
Breaking Boundaries: Preparing Educational Leaders To Be Policy Advocates.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Educational Improvement; *Educational Policy; Higher Education; *Instructional Leadership; *Leadership Training; *Policy Formation; *Professional Development Schools; *Teacher Improvement
IDENTIFIERS- *Auburn University AL

Students in an educational policy class at Auburn University became involved in policy advocacy for Professional Development Schools in the State of Alabama as part of their course work. Through the course, students learned about theory and practice of educational policy, Professional Development Schools and their policy needs, and the importance of becoming proactive in policy advocacy on issues pertinent to improving teaching and learning in schools. This paper describes the processes used and offers insights from three students about what they have learned and what it means to them as education professionals. An appendix contains protocols for national and state interviews. (Author/DFR)

ED 439 516 EA 030 324

Marshall, Mark E.; Spencer, William A.
Public School Administrator Competencies: A Comparison of the Perceptions of Stakeholders in Alabama.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Evaluation; *Competence; *Educational Administration; Elementary Secondary Education; Instructional Leadership; *Public Schools; State Surveys
IDENTIFIERS- *Administrator Competencies; *Alabama

This paper assesses the attitudes of multiple stakeholders toward

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- Academically Gifted; Comparative Education;
Elementary Secondary Education; *Gifted; Gifted Disabled;
Intelligence; Literature; Mathematics; Sex Differences;
*Teaching Methods; Underachievement

This document consists of the four 1999 issues of a quarterly newsletter publication on gifted education. Issues regularly include major articles, book reviews, announcements, and letters. The major articles in these issues are: "The Mathematically Gifted: Bridging the Gender Gap" (Lynn H. Fox and Janet F. Soller); "Parenting for Education: Underachievers Clash with Society's Norms" (Vivian W. Owens); "Using Poetry To Enrich the Sensibility of Gifted Children" (Michael E. Walters); "Hope and Help for the Gifted Who Are Learning Disabled" (Lynn H. Fox); "Further Uses of Quotations To Challenge Gifted Students" (Ross Butchart); "The Borders of Intelligence" (Howard Gardner); "Gifted Students Laughter = Learning - Stress" (Dan Holt); "Extraordinary Education for Positively Extraordinary Persons" (Virgil S. Ward); "Why Gifted Students Should Read Historical Fiction: Two Current Lessons" (Michael E. Walters); and "The American Education System: A Look from the Inside" (Mikhail Pekker). (Individual articles contain references.) (DB)

ED 439 537 EC 307 716

Reid, Dennis H.; Parsons, Marsha B.
Training To Teach in a Day: The Teaching-Skills Training Program Instructor's Manual. Second Printing.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Attendants;
Behavior Change; Daily Living Skills; *Inservice Education;
Instructional Effectiveness; Self Care Skills; *Severe
Disabilities; Severe Mental Retardation; *Staff Development;
*Training Methods

This manual describes a program for training direct service staff to teach adaptive skills to people who have severe disabilities. Research has demonstrated that the Teaching-Skills Training Program improves on-the-job work performance of staff while teaching clients, requires a small amount of trainer and trainee time (typically less than one work day), is well accepted by direct service staff, and results in significant gains in adaptive skill development for clients. Following the introductory chapter 1, which defines the purpose of the manual, chapter 2 discusses the program's four sets of teaching skills: (1) teaching program steps in the appropriate order; (2) using a least-to-most assistive prompt strategy; (3) reinforcing client behavior, and (4) error correction. Chapter 3 introduces the program's three main components: classroom-based training, on-the-job monitoring and feedback, and supervision and maintenance. Chapters 4 through 6 provide detailed guidelines for staff development in each of these three components. Among eight appendices are information on a related videotape, sample client teaching programs with task analyses, a behavioral teaching terminology quiz, a teaching skills observation form, and a teaching skills supervisor

ED 439 556   EC 307 735

Research Connections in Special Education. Issue Number 6.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; Definitions; *Disabilities; *Education Work Relationship; High Schools; *Individualized Education Programs; Long Range Planning; Program Development; State Programs; *Transitional Programs
IDENTIFIERS- Individualized Transition Plans; Individuals with Disabilities Educ Act Amend 1997; Ohio; Oregon

This newsletter issue reviews the research and literature on issues and best practices in programs to facilitate the transition of students with disabilities to adult life. First, the definition of transition services under the 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA) is presented and explained. Next, a framework for organizing schools and instruction to facilitate transition is offered based on such principles as student-focused planning and interagency/interdisciplinary collaboration. Guidelines for facilitating student-centered transition planning focus on teaching students needed skills to participate actively in their individualized education program (IEP) planning. Other sections consider finding resources for paid work experiences and improving transition results for students with behavioral disorders. Examples from the field are offered concerning developing self-determination skills and collaboration to enhance transition planning. Specific programs in Oregon--the Oregon Youth Transition Program--and Ohio, which has created a new professional credential--the Transition to Work Endorsement--are described. (DB)

ED 439 557   EC 307 736

Research Exchange. Quarterly Newsletter of the National Center for the Dissemination of Disability Research (NCDDR), 1999.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 74p.; Published quarterly. For 1996-1998 newsletters, see ED 431 279.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Children; Cultural Awareness; Cultural Differences; *Cultural Influences; *Diffusion (Communication); *Disabilities; Educational Media; Ethnic Groups; Exceptional Child Research; *Information Dissemination; Internet; *Mass Media Role; Media Selection; Public Relations; Racial Factors; Rehabilitation; *Research Utilization; Surveys; Theory Practice Relationship; Writing for Publication

The four issues of this newsletters are designed to promote the effective dissemination and utilization of disability research outcomes. The first two newsletters include parts 1 and 2 of "Disability, Diversity and Dissemination: A Review of the

see ED 393 237.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Consultation Programs; Day Care Centers; Delivery Systems; *Disabilities; *Early Intervention; *Educational Environment; Educational Practices; Family Environment; Family Programs; Inclusive Schools; Infant Care; Infants; *Interdisciplinary Approach; Mentors; Models; Outreach Programs; Play; Preschool Education; Services; Teamwork; Toddlers; Training Methods
IDENTIFIERS- Mississippi

This report discusses the activities and outcomes of Project Coach Outreach, a project to encourage the use of best practices in early intervention for infants, toddlers, and preschoolers with disabilities and to increase family-centered service options in Mississippi. Specifically, the project focused on the use of natural environments to include home, family day care, child care, and preschool centers. The project provided a flexible outreach team-training and support model that was developed and evaluated by two previous early intervention projects. The project provided training in community-based, family-centered practices to include transdisciplinary teaming, consulting, and conducting assessment and intervention using play. Through a variety of training strategies, from didactic workshops to skills based workshops to mentoring, training was targeted for community providers. Project Coach also developed links with other outreach projects to enhance training for a mentor team and new teams. The report discusses the project's goals, objectives, and tasks. Appendices include summaries of training and technical assistance data, surveys of infant/toddler training needs in Mississippi, training event evaluations and summaries, impact summary reports, agenda and minutes from videoconferences, the project directors' vision paper, and examples of modules. (CR)

ED 439 576 EC 307 755

Sorensen, Barbara R., Comp.
Including Students with Disabilities. ERIC Mini-Bib EB14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Classroom Techniques; *Disabilities; Educational Methods; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Preschool Education; Social Integration; Teaching Methods

This annotated bibliography lists 19 publications to help educators more effectively include students with disabilities in general education classrooms. The publications, including books, journal articles, videotapes, and reports, are dated from 1993 through 1999, and most are available through the ERIC (Educational Resources Information Center) system or from the Council for Exceptional Children. (CR)

ED 439 577 EC 307 756

YRE. (GR)

ED 439 598 EF 005 693

Hall, Richard; Ellis, Richard; Hardin, Tim
School Indoor Air Quality Best Management Practices Manual.
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Air Pollution; Climate Control; Educational Facilities Planning; Elementary Secondary Education; *Guidelines; *Public Schools
IDENTIFIERS- *Indoor Air Quality

This manual, written in response to requirements of the Washington State legislature, focuses on practices which can be undertaken during the siting, design, construction, or renovation of a school, recommends practices to help ensure good indoor air quality during building occupancy, and suggests protocols and useful reference documents for investigating and handling indoor air quality complaints and problems. Sections cover: why indoor air needs management; the factors influencing indoor air quality; the basic strategies for good indoor air quality; the siting, designing, and constructing of schools for good indoor air quality; and the operating and maintenance of heating, ventilation, and air conditioning (HVAC) systems. Final sections examine air contaminant sources and control in classrooms, offices, and special use areas; and planning and management methods to maintain indoor air quality. Appendices provide the Washington State Department of Health School Indoor Air Quality Survey, and an HVAC Checklist. (GR)

ED 439 590 EF 005 765

Lewis, Laurie; Snow, Kyle; Farris, Elizabeth; Smerdon, Becky; Cronen, Stephanie; Kaplan, Jessica
Condition of America's Public School Facilities, 1999. Statistical Analysis Report.
PUB DATE- 00
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Crowding; *Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; *National Surveys; *Public Schools

This report provides national data for 903 U.S. public elementary and secondary schools on the condition of public schools in 1999 and the costs to bring them into good condition. Additionally provided are school plans for repairs, renovations, and replacements; data on the age of public schools; and overcrowding and practices used to address overcrowding. Among the findings are: about a quarter of the schools reported at least one type of onsite building in less than adequate condition; half reported at least one building feature in less than adequate condition; and about 4 out of 10 reported at least one unsatisfactory environmental condition. Data also suggest that the oldest schools are most in need of makes some radical proposals for change. Chapter titles include: "The Primary Sector" (Ann Gregory); "Modern Languages within a Policy for Language in Education" (Christopher Brumfit); and "Higher Education" (Anthony Lodge). The third grouping of chapters looks at the situation in the classroom, including ICT (information and communication technology) and the vocational arena. Chapter titles in this section include: "Logging on to Learning: ICT, Modern Languages and Real Communicative Classrooms?" (Philip Hood); "Vocational Languages: An Analysis of Current Practice and Suggestions for a Way Forward" (John Thorogood); and "Meeting the Challenge: Developing the 3Cs Curriculum" (Do Coyle). The concluding chapter is entitled, "Creative Thinking about a New Modern Languages Pedagogy" (Kim Brown). (KFT)

ED 439 618 FL 026 213

Anstrom, Kris
Preparing Secondary Education Teachers To Work with English Language Learners: Mathematics. NCBE Resource Collection Series, No. 14.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 99
NOTE- 26p.; Edited by Patricia DiCerbo. For the third volume in the series, see ED 436 091.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *English (Second Language); Limited English Speaking; *Mathematics Instruction; Second Language Instruction; Second Language Learning; Secondary Education; Secondary School Students; *Teacher Education; Teacher Educators; *Teaching Methods
IDENTIFIERS- *Content Area Teaching

This report, the fourth in a series, integrates findings from research pertaining to content area instruction of linguistically and culturally diverse learners (LCDLs). The focus is on the education of secondary-level English language learners (ELLs) within mainstream mathematics classes. The intent of this document is to give teachers and teacher educators a better understanding of how mainstream mathematics instruction can be designed and implemented to enhance academic achievement and learning for these students. Research for this report included an extensive search of National Clearinghouse for Bilingual Education (NCBE) bibliographic database, the ERIC bibliographic database, and various World Wide Web sites for information regarding effective curriculum and instruction, content standards, student assessment, teacher training, and education. (Contains 41 references.) (KFT)

ED 439 619 FL 026 214

Knight, Pamela; Swanwick, Ruth
The Care and Education of a Deaf Child: A Book for Parents. Parents' and Teachers' Guides, Number 4.
PUB DATE- 99
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

32 references.) (SM)

ED 439 639 HE 032 658

Chen, Thomas T.
Asian American Utilization of University Counseling Services: A Review of Current Research.
PUB DATE- 99
NOTE- 38p.; Ph.D. Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Aspiration; *Asian American Students; Counseling Effectiveness; *Counseling Techniques; Counselor Characteristics; *Cultural Differences; Educational Counseling; Higher Education; Sensitivity Training; Stress Management

This paper reviewed the current state of research literature on factors affecting utilization of university counseling services by Asian American students. The study was divided into two parts: one examined literature that focused exclusively on Asian American college students; the other explored Asian American utilization by examining studies conducted on the general population. The study found a pattern of underutilization by Asian American students at both college and community levels. One factor contributing to this problem is a lack of culturally sensitive services. Additionally, when Asian Americans do seek assistance, the types of problems they present are often quite different from those of Euro-Americans. For example, achieving academic and vocational success is often a primary focus for Asian Americans, whereas Euro-Americans are more likely to seek help for depression and loneliness. A surprise finding of the literature is that acculturation level is not a reliable predictor of utilization. The presence of ethnically or linguistically matched therapists and the establishment of ethnic-specific services were found to have the greatest impact on increasing utilization. (Contains 23 references.) (RH)

ED 439 640 HE 032 659

Thorpe, Stephen W.
The Mission of Institutional Research.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Conference of the North East Association for Institutional Research (26th, Newport, RI, November 13-16,1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *College Planning; Communications; Decision Making; Educational Planning; Higher Education; Information Management; Institutional Mission; *Mission Statements; Organizational Communication; Organizational Objectives; Organizations (Groups); Planning; *Policy Formation; Research Administration

Mission statements can provide a useful vehicle to communicate the purposes, goals, and objectives for functional units within organizations. This paper studied the extent to which institutional research offices utilize mission statements to communicate office functions. These functions were identified through content analysis, using nine specific characteristics: internal reporting; planning support; external reporting; conducting research studies; data management; decision-making way to handle a wide range of campus conflicts, from conflicts in student groups to those in administrative offices. Chapter 1 reviews the basic terminology of conflict resolution, presents core dispute system design concepts, and examines the growing interest in mediation and conflict resolution. Chapter 2 presents general theory on the organization of higher education settings and examines mediation from the perspective of various campus groups. Several case studies are included. In Chapter 3, the first six steps of the program are outlined: developing a core planning group; conducting a conflict management needs assessment; deciding on initial scope and focus; developing a statement of purpose; developing a staffing plan; and securing administrative and financial support. Chapter 4 examines training issues and offers mediation role-play scripts and a list of training materials. Chapter 5 deals with publicizing the program and creating referral systems. Chapter 6 discusses operating and maintaining the program. Chapter 7 covers evaluation and feedback strategies. Chapter 8 discusses expanding conflict management options beyond the mediation table. Nineteen appendixes offer comprehensive resources, including sample forms, scripts for role-play, and a workshop training outline, as well as standards of practice. (Contains approximately 200 references.) (CH)

ED 439 659   HE 032 737

Ehrlich, Thomas, Ed.
Civic Responsibility and Higher Education. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 00
NOTE- 448p.; Published by Oryx Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Colleges; Church Related Colleges; *Citizenship Education; Citizenship Responsibility; College Faculty; College Students; Colleges; Critical Thinking; Educational Assessment; *Educational Environment; Educational Philosophy; Educational Responsibility; *Higher Education; *Institutional Mission; Leadership Responsibility; Liberal Arts; Outcomes of Education; Politics of Education; *Role of Education; School Community Relationship; Teacher Role; Universities; *Values Education

The essays in this volume center around John Dewey's mandate that American democracy requires civic engagement to realize the potential of its citizens and its communities, and that education is the key to that engagement. Following an introductory chapter, "Higher Education and the Development of Civic Responsibility" (Anne Colby and Thomas Ehrlich, with Elizabeth Beaumont, Jennifer Roser, and Jason Stephens), the chapters in Part 1, "What Are the Problems: Higher Education and Its Students," are: (1) "Citizenship Development and the American College Student" (Linda J. Sax); (2) "Institutional Identity and Social Responsibility in Higher Education" (William M. Sullivan); and (3) "Renewing the Democratic Spirit in American Colleges and Universities: Higher Education as Public Work" (Harry C. Boyte and Nancy N. Kari). In Part 2, "What Are Colleges and Universities Doing about the Problem: An Overview," the chapters are: (4) "The College and University as Citizen" (Nancy L. Thomas); (5) "Educational Missions and Civic Responsibility: Toward the Engaged Academy" (Carol Geary Schneider); and (6) "The Civic Challenge of Educating the Underprepared Student" (Alexander W. Astin). In Part 3,

Wood, Irene
Culturally Diverse Videos, Audios, and CD-ROMs for Children and Young Adults.
PUB DATE- 99
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Asian Americans; Audiotape Recordings; Blacks; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Library Collection Development; Library Materials; Nonprint Media; Optical Data Disks; Preschool Education; Public Libraries; School Libraries; *Videotape Recordings
IDENTIFIERS- African Americans; Native Americans

The purpose of this book is to help librarians develop high quality video, audio, and CD-ROM collections for preschool through high school learning with titles that reflect the ethnic heritage and experience of the diverse North American population, primarily African Americans, Asian Americans, Hispanic Americans, and Native Americans. The more than 900 titles recommended can be used for curriculum enhancement, programming in public and school libraries, and individual enrichment and entertainment. Within each chapter, entries are typically arranged by age group, generally preschool through grade 7, and grades 8 through 12. The titles are subdivided into five thematic topics: videos pertaining to the four main ethnic groups are divided (in most cases) under arts, crafts, and music; biography; contemporary issues; history; holidays and celebrations; and stories, legends, and literature. Chapters on multicultural videos, music audios, storytelling and folklore audio recordings, and audiobooks present groupings under the multicultural heading as well as under the four main ethnic groups and the ubiquitous "other." Each entry includes the following elements: title, distributor from which the item can be ordered, year of production, length in minutes (for videos and audios), list price, ISBN number (if available), and suggested grade levels. Some entries include additional information, as needed. Includes title and subject indexes. (AEF)

ED 439 679 IR 019 950

Branch, Robert Maribe, Ed.; Fitzgerald, Mary Ann, Ed.
Educational Media and Technology Yearbook, 2000. Volume 25.
PUB DATE- 00
NOTE- 354p.; For individual papers, see IR 541 660-683. For the 1999 Educational Media and Technology Yearbook, see ED 426 691.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bibliographies; Computer Uses in Education; Distance Education; Doctoral Programs; *Educational Development; *Educational Media; Educational Resources; *Educational Technology; Educational Trends; Elementary Secondary Education; Graduate Study; Higher Education; Instructional Design; Professional Associations; Professional Development; Resource Materials; Schools of Education; World Wide Web; Yearbooks
IDENTIFIERS- Technology Integration; United States

The purpose of the 25th anniversary volume of this yearbook is to reflect on past accomplishments and consider the future as it relates to educational technology and media development. This volume continues to provide information to help media and technology professionals practice their craft in a changing, expanding field. It is divided into seven sections. Part 1

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Style; *Computer Assisted Instruction; Computer Attitudes; Foreign Countries; Higher Education; Instructional Development; *Student Attitudes; *Student Reaction; Teaching Methods; *World Wide Web
IDENTIFIERS- South Korea; *Technology Integration

This research explores how learners perceive a Web-based learning environment integrated with a traditional classroom, as well as what learning styles are usually identified in this environment. Participants were 156 students at a university in Seoul, Korea, who were surveyed after the semester was over. The majority of them (89.1%) had experienced obstacles in the access and use of the online system on campus--UniverCampus. Findings suggest several strategies for better online instruction: (1) the minority of failing students should be identified and should receive more instructional attention; (2) feedback systems should be considered that will satisfy learners' high expectation and avoid instructions' working overload; (3) there is a strong need for instructional efforts to maintain the proper levels of learning and instructional demand; (4) deliberate strategies may be needed to stimulate learners' serious perception of online instruction; (5) it is desirable and easy demand that learners share with others information and learning outcomes; and (6) especially if multiple "integrated mode" courses are concurrently operated, supporting strategies in various dimensions should be considered in order to ensure learners' confidence. (Contains 14 references.) (AEF)

ED 439 700 IR 019 974

Solomon, David L.
Philosophical Inquiry in Instructional Technology: The Forgotten Pathway to Learning.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Association for Educational Communications and Technology (AECT) 2000 International Convention (22nd, Long Beach, CA, February 16-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Critical Thinking; *Educational Philosophy; *Educational Technology; Information Technology; *Inquiry; *Philosophy

At its most basic level, philosophical inquiry--the importance and uses of critical thinking--can provide methods for examining the things that are taken for granted during daily routines. This paper explores philosophical inquiry in the field of instructional technology. In the first section, philosophy and the field of instructional technology are explored. The second section provides an overview of the four dimensions of philosophical inquiry and their relevance to instructional technology: the Intellectual Dimension, which aims at Truth, the Aesthetic Dimension, which aims at Beauty, the Moral Dimension, which aims at Goodness, and the Spiritual Dimension, which aims at Unity. The purpose of the paper is to provide a framework for examining fundamental issues in the field and to position philosophy as a legitimate method of inquiry in instructional technology. (Contains 45 references.)

of courses in the LTA program; frequently asked questions about the LTA program; current course offerings and sample syllabi. Also included is a program guide for the Library Technical Assistant program that highlights career opportunities, important information for students, facts about the program, program requirements, general education requirements, and frequently asked questions. (AEF)

ED 439 723   IR 057 817

Littlejohn, Carol
Keep Talking That Book! Booktalks To Promote Reading. Volume II. Professional Growth Series.
PUB DATE- 00
NOTE- 170p.; For Volume I see, ED 427 304.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Libraries; Childrens Literature; Library Services; Reading Interests; Reading Materials; *Reading Motivation
IDENTIFIERS- *Book Talks

This volume, a companion to "Talk That Book: Booktalks To Promote Reading," presents 283 new booktalks on classics and best sellers that serve a wide range of interests for all ages and reading interests. Usually, booktalking is an oral presentation of 10 or 20 booktalks lasting about 30 minutes; however, this book can also act as a librarian's guide when children ask them for a recommendation. As in the previous volume, these booktalks are arranged by the author's last name, followed by reading level, genre, and subjects. Books are categorized by reading levels, according to their vocabulary and content. Unlike the previous volume, this book does not separate the booktalks into separate chapters according to reading level. More nonfiction, biography, and poetry books were selected for this volume to supplement the first book. An introductory section discusses the purpose of booktalks, booktalking concepts, and why booktalks work. Information is also provided on book awards. Includes author, title, age-level, genre, and subject indexes. (AEF)

ED 439 724   IR 057 818

Doggett, Sandra L.
Beyond the Book: Technology Integration into the Secondary School Library Media Curriculum. Library and Information Problem-Solving Skills Series.
PUB DATE- 00
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Educational Planning; *Educational Technology; Internet; Library Planning; Online Searching; *School Libraries; Secondary Education; World Wide Web
IDENTIFIERS- *Technology Integration

After exploring the pros and cons of using various technologies in secondary schools, as well as the development of an

Educational Certificates; Educational Change; Foreign Countries; Institutional Cooperation; *Integrated Curriculum; Postsecondary Education; Student Certification; *Vocational Education
IDENTIFIERS- *Advanced Level Examinations; *Great Britain

A July, 1999 survey of seven colleges and a school consortium highlighted issues to consider when planning for implementation of Curriculum 2000 reforms in Britain. The project's primary focus was the impact of the changes on the Advanced (A level) and Advanced Supplementary (AS) qualifications. The colleges operate in different local settings with different experiences with collaboration. Draft specifications for new AS/A2 and General National Vocational Qualifications courses are awaiting approval. Post-16 providers welcome the opportunity to offer students a broader experience, and are planning increases in AS subject offerings. Generally, institutions welcome Curriculum 2000 as creating the opportunity for students to mix academic and vocational programs. Colleges have differing responses to the Key Skills initiative, depending on past experience with other programs and their resources. Curriculum 2000 enhances the importance of tutorial and counseling support, and brings additional responsibilities for tutors related to guidance, monitoring, and Key Skills. Many colleges see the move toward more resource-based learning as inevitable and recognize the implications for student guidance from Curriculum 2000 changes. Some colleges are using existing management or curriculum task groups to work on the changes; others have set up new groups. Practical implementation issues are: time tabling the new curriculum; the assessment and examination cycle; funding; increased teaching time and costs; increased staffing; and new accommodation demands for new courses. (Information on the colleges and consortium is appended.) (YLB)

ED 439 225   CE 079 757

International Project on Technical and Vocational Education (UNEVOC). International Advisory Committee, Fourth Session (Paris, France, March 10-12, 1997). Final Report.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developing Nations; *Economic Development; Foreign Countries; Global Approach; *International Cooperation; *International Programs; *Lifelong Learning; Postsecondary Education; Productivity; Program Effectiveness; Program Evaluation; Secondary Education; Socioeconomic Influences; Technological Advancement; *Vocational Education
IDENTIFIERS- UNESCO

The fourth session of the UNEVOC International Advisory Committee was opened by Colin N. Power, whose welcoming address emphasized the importance of technical and vocational education (TVE) for socioeconomic development of UNESCO's member states. He pointed out that this sector of education is facing serious challenges posed by the recent trends in globalization of economy and education and the application of new technologies. The Advisory Committee recommended continuation of the UNEVOC project; a broader approach to educating the new generations for the challenges of the world of work and productivity in the 21st century; and a view of TVE as an integral part of a comprehensive concept of lifelong learning. It confirmed the relevance of the present program areas and types of activities employment. Section 1, Changes in Welfare Legislation, presents the most current information on welfare reform and describes allowable work activities. Section 2, Types of Services Needed, discusses barriers to employment; creating a hiring environment; post-employment services; and other post-employment services, such as mentoring programs and support services. Section 3, Client Flow--Program Delivery, presents a student flow chart and describes what role the service provider must play in each phase of program delivery. Section 4, Program Design--Models of Curriculum, addresses how adults learn best, employer's expectations/employee's self evaluation, common denominations of exemplary programs, and elements of a successful curriculum. Three curricula are provided: job readiness, job placement, and basic skills. Section 5 provides supplemental information and forms for Sections 2-4. Section 6 is a 14-item bibliography. (YLB)

ED 439 243 CE 079 848

Project APEX: Promoting Practitioner Excellence. A 353 Special Demonstration Project. Final Report, FY 1998-1999.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 37p.; Some pages on colored paper may note reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Demonstration Programs; *Educational Practices; *Literacy Education; Models; Program Development; Program Implementation; *State Programs
IDENTIFIERS- *Pennsylvania Department of Education; 353 Project

A project was conducted in Pennsylvania to provide technical support to the APEX nomination and awards activity that recognizes outstanding adult education practitioners. The project included a revision of the nomination form and procedures developed for APEX in 1998 to align them with Adult Teacher Competency Standards developed in 1999. The APEX project assisted the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE) to identify and honor three ABLE teachers, who were then recognized as outstanding adult practitioners at the 1999 Midwinter Conference. Nomination forms were revised, the teachers were identified, the teachers were honored at a luncheon and at an awards session, and a small booklet describing the awards winners and their programs was distributed at the luncheon. The project provided examples of practitioner proficiencies and illustrated important competencies as defined by program administrators. It was recommended that the award recipients' stories be posted on the ABLESite website. (The project documents, including nomination form, criteria, winners' profiles, and luncheon program, are appended to the project report.) (KC)

ED 439 244 CE 079 852

Training Development and Implementation. Final Report, Fiscal Year 1998-1999.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pedagogy, and Identity in Lesbian and Gay Studies" (Andy Medhurst); "Teaching Women's Studies: Whose Experience?" (Jane Elliott); "Cultural Studies and Cultural Practice: An Interview with Eddie Chambers" (Nannette Aldred); "A Postcolonial Pedagogy: Questions of Difference and the 'Ethical Horizon'" (Christina Lupton and Heiko Henkel); "The Value of Theory in Defining Culture in Northern Ireland" (David Butler); and "Education for What? The Politics of Pedagogy in Cultural Studies" (Alan O'Shea). (Many papers contain substantial references.) (MN)

ED 439 262		CE 079 885

Tuckett, Alan; Cara, Sue
Tongue-Tied But Trying? A NIACE Survey on the Languages Adults Speak in Great Britain.
SPONS. AGENCY- European Social Fund, Dublin (Ireland).
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Adults; Age Differences; Bilingualism; Blacks; Differences; Employment Patterns; Foreign Countries; *Individual Characteristics; Influences; *Language Attitudes; Language Dominance; Language Enrollment; Language Fluency; *Language Skills; Language Usage; *Literacy Education; Minority Groups; National Surveys; Native Speakers; Regional Characteristics; *Second Language Learning; Second Languages; Sex Differences; Socioeconomic Status; Tables (Data); Trend Analysis
IDENTIFIERS- *Great Britain

The language competence of adults in Great Britain was examined in a national study involving interviews between April 28 and May 9, 1999, with a representative sample of 3,967 adults over the age of 16 years. Of those surveyed, 58% spoke only their mother tongue, 29% spoke one additional language, and 10% spoke two additional languages. Fifteen percent of those surveyed were bilingual. Although 41% of those interviewed stated that they would like to learn an additional language, only 5% were currently learning a language. Younger people spoke more languages than older adults; 70% of respondents aged 16-19 years spoke more than one language. Fewer unemployed than employed people spoke additional languages. Social class was found to have a big impact on language learning: 65% of professional and managerial workers spoke more than one language, versus 49% of white collar workers, 34% of skilled manual workers, and 28% of the least-skilled individuals. Strong regional differences in the numbers of people speaking additional languages were identified. Only 10% of those whose first language was English spoke at least 2 other languages (versus 49% of people whose first language is a language other than English). Men and women tended to speak the same numbers of languages. (Contains 18 tables.) (MN)

ED 439 263		CE 079 886

Ashby, Franklin C., Ed.
Effective Leadership Programs. Twelve Case Studies from the Real World of Training. In Action.
PUB DATE- 99
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

NOTE- 72p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Guidelines; High Schools; *Home Economics; *Independent Study; Learning Activities; *Student Projects; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Texas Essential Knowledge and Skills

This four-section guidebook contains information and tools that will help Texas teachers implement the Independent Study in Home Economics Education course, along with examples and ideas that may be springboards for topics and strategies for student projects. The first section contains an introduction and the Texas legislation that permits the independent study course, which is intended to provide opportunities for high school seniors who have completed at least three courses in a home economics sequence to concentrate their study in an area of interest that will benefit them as they mature and fulfill multiple adult roles. The second section provides more information about independent study, with notes to teachers, students, and parents and a teacher course planning guide. The third section delineates the 10 Texas Essential Knowledge and Skills Student Expectations for the course, which include the following: (1) select a project; (2) collaborate with an interdisciplinary team; (3) conduct the independent study project; (4) apply the scientific method; (5) use effective resource management; (6) apply statistical concepts; (7) compile findings; (8) use communication and interpersonal skills; (9) demonstrate professional conduct; and (10) use resources, technology, and reporting formats. Twelve appendixes provide student information and guidelines, a worksheet, a project calendar, and sample meeting agendas, proposals, reference formats, organizational methods, presentation strategies, progress reports, performance reviews, and student evaluations. (KC)

ED 439 280 CE 079 925

Rambo, Patti
Apparel. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 99
NOTE- 256p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Education; *Clothing; *Consumer Education; Curriculum Guides; Decision Making; Employment Potential; *Fashion Industry; High Schools; *Home Economics; Home Economics Skills; Instructional Materials; Learning Activities; Money Management; Practical Arts; Purchasing; State Programs; Statewide Planning; Teaching Guides; *Textiles Instruction
IDENTIFIERS- *Texas; *Texas Essential Knowledge and Skills

This instructional guide for a one-half credit technological laboratory course for grades 10-12 focuses on apparel from the perspectives of personal decision making related to apparel, the apparel industry, and career preparation. Introductory materials are a course description; overview of course design; facilities, equipment, and resources; and how to use the instructional guide. Texas Essential Knowledge and Skills for

Ethical Questions in the Production of Knowledge" (Thomas Heaney); "Upstream in the Mainstream: Pedagogy against the Current" (Robert Bahruth, Stanley Steiner); "The Prairie Is Wide: Conrack Comes to 'The Rez'" (David Gabbard); "Teaching in Our Underwear: The Liabilities of Whiteness in the Multiracial Classroom" (Maryann Dickar); "Authority Is Not a Luxury: 'Courageous Dialogue' in the Feminist Classroom" (Kimberly Kay Gunter); "Authentic Multiculturalism and Nontraditional Students: Voices from the 'Contact Zone'" (Juan Flores); "The Transformation of Silence into Language and Action: The Ideologies of Gender and Peer Response Sessions Perceived by a Teacher-Researcher" (Nancie Burns-McCoy); "Cultural Studies (Alone) Won't Do It: Strategic Reform of Academic Departments in the University" (Scott Shepard); and "Synthesizing Gramsci and Freire: Possibilities for a Theory of Transformative Adult Education" (Peter Mayo). The chapters include reference lists, and the book is indexed. (KC)

ED 439 298   CE 079 955

O'Leary, Christopher J.; Straits, Robert A.
Intergovernmental Relations in Employment Policy: The United States Experience. Staff Working Papers.
PUB DATE- 00
NOTE- 107p.; Paper prepared for the Institute of Intergovernmental Relations, Queens University, Kingston, Ontario with contributions by Keven Hollenbeck. Cover title slightly varies from title page.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adults; *Employment Opportunities; Federal Programs; Job Training; Labor Force Development; *Labor Legislation; Labor Market; Labor Needs; Labor Utilization; Policy Formation; *Public Policy; Unemployment; Unemployment Insurance

Policies to regulate and support labor markets in the United States have mainly been an initiative of the federal government. Historically, states and localities were reluctant to act independently to build up worker rights and protections for fear of competitively disadvantaging resident industries with added costs. Federal constitutional authority to raise revenue and control commerce among the states governed development of labor market policy in the United States. Labor market support initiatives usually have been forged in difficult economic times with contributions and compromise from the full political spectrum. Employment policy in the 20th century has included the interplay of federal, state, and local partners to create unemployment insurance, training, youth programs, and employment services. Government policy influences the geographic mobility of labor, while intergovernmental relations in labor market policy have resulted in a system that performs a wide variety of functions, varies greatly at the local and state levels, but maintains important federal standards nationwide. (Contains 73 references and 7 tables.) (Author/KC)

ED 439 299   CE 079 956

O'Leary, Christopher J.; Wandner, Stephen A.
Unemployment Compensation and Older Workers. Staff Working Papers.
PUB DATE- 00
NOTE- 83p.; Paper prepared for the National Academy of Social Insurance Conference (Washington, DC, January 26-27, 2000).

The possible utilities and limitations of computer-assisted career guidance systems (CACG) have been widely discussed although the effectiveness of CACG has not been systematically considered. This paper investigates the effectiveness of a theory-based CACG program, integrating Sequential Elimination and Expected Utility strategies. Three types of CACGs are examined: (1) Career Decision-Making (CDM) is a program that teaches theory-based career decision-making strategies; (2) Self-Directed Search-Computer Version (SDS-CV) is useful for clients who indicate a lack of adequate self-knowledge that relates personal characteristics to occupation; and (3) CHOICES has a strong emphasis on information access and retrieval. The results suggest that it is possible not only to integrate two decision-making strategies, but also that the integrated approach is effective in increasing students' vocational identity. The information approach (CHOICES) also had a significant long-term impact on students' vocational identity, but fell short of significant short-term effect. Students appear to favor the use of SDS-CV over CDM and CHOICES. The findings of this study may provide counseling practitioners with evaluative information for making purchasing decisions, but the paper cautions counselors from making decisions based on a single factor. (Contains 25 references and two tables.) (JDM)

ED 439 320 CG 029 887

Smith, Peggy H.
Theoretical Perspectives on the Importance of the Therapeutic Alliance and Their Implications for the Use of Technology.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Counselor Client Relationship; Interpersonal Communication; *Technology; *Theory Practice Relationship; *Therapy

Two questions facing the therapeutic community right now are: Can machines replace therapists? and Can therapy occur without a therapist? This paper attempts to respond to these questions through an examination of some major Western and Eastern theories in the field of psychological therapy. It reviews existing writings in the field to emphasize that, whatever improvement may occur through the use of technology, psychotherapy builds a personal relationship between two or more individuals, and that it is through this personal relationship that therapeutic change occurs. To eliminate or limit this personal relationship in any way will inevitably destroy the essence of therapy. The brief overview of some of the writings of theorists concurs that therapy is an effective way of changing the thoughts, feelings, and behaviors of human beings, and the relationship between the client and the therapist lies at the very heart of therapy. A brief examination of the benefits of technology concludes that the amount of data available through a computer dramatically increases the resources and knowledge of the therapist and client. (Contains 42 references.) (JDM)

ED 439 321 CG 029 888

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Counseling; *Cultural Pluralism; *Supervision

For the past 20 years, discussion of issues of ethnic and cultural differences in counselor supervisory relationships in counselor training programs have been polarized between two schools of thought. One says ethnic knowledge and specific sensitivity is important, while the other says that specific social and anthropologic knowledge is essential. The paper stresses three other perspectives. First, a more systematic approach to the big picture of multicultural issues in supervision is essential. Second, effective supervision must be approached as a matter of international development of cognitive complexity. Third, it suggests that a more constructivist approach will facilitate better supervision. A table is included that summarizes the levels of cognitive complexity in operation during multicultural supervision at the supervisor, counselor, and client levels. It states that several complex issues are to be considered when a supervisor and supervisee are of different cultures. Suggestion include: (1) evaluate the developmental level of the supervisee; (2) attempt to see the broad effect of interaction of the cultures and systems on the supervisor and supervisee's life experiences; (3) learn to think with complexity; and (4) do not assume race or other cultural factors are the most salient issues in the supervisee relationship. It includes several examples of supervision cases. (Contains 21 references.) (JDM)

ED 439 342 CG 029 913

Lippincott, Joseph A.
Treating Stress across Cultures: A Somatic-Cognitive Model.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Restructuring; Counselor Client Relationship; Relaxation Training; *Stress Management; Stress Variables; Travel
IDENTIFIERS- Treatment Interaction Analysis

Acculturative stress or culture shock is a stress response that often occurs as individuals, especially students, travel and live in other countries. This paper describes a practical treatment model designed to help reduce the effects of this reaction. It states that the model is a comprehensive, integrative stress management treatment protocol that crosses cultural lines to address both somatic and cognitive responses. It is a short-term approach that can be employed in about six sessions. The major focus is on the therapeutic relationship with the client, the vehicle through which change is made possible. The key to effective treatment is the development of a trusting relationship between the counselor and client. It describes treatment of somatization as a tripartite process. The initial stage includes an in-depth assessment of physical signs/symptoms. The next stage involves a specific treatment for somatic anxiety in an attempt to achieve a relaxation response. The final stage involves a review of the previous sessions and the opportunity for the client to ask questions and receive feedback. The cognitive interventions are an

ED 439 364   CG 029 938

Kawahara, Toshihisa
Dependent/Independent Images of the Early Adolescent Boys--Case Studies through "Sandplay Technique" and Dream Work.
PUB DATE- 98
NOTE- 6p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counseling Techniques; Counselor Client Relationship; *Dreams; Foreign Countries; *Helping Relationship; *Interpretive Skills; Junior High School Students; Junior High Schools; Mothers; *Parent Child Relationship; Psychological Studies; *Psychosomatic Disorders; Sons
IDENTIFIERS- Japan; Sand Play; School Refusal

The purpose of this paper is to present early adolescent Japanese boys' images that emerge from the counseling process through the use of sandplay and dreams. The author, an assistant professor of clinical psychology at the International Buddhist University in Japan, has made use of sandplay and dreams as a mediative method to understand and communicate with his clients. Sandplay therapy, founded by D.M. Kalff by adopting the idea of Analytical Psychology, is one of the effective methods to psycho-somatic disease using the body as mediation, especially Japanese youths who are generally weak in verbalization. The paper described their images in the form of 3 case studies with 3 similarities: 1) each case was a 12 year old male; 2) each male had a stomach ache; and 3) each male had school refusal tendencies. This paper discusses: 1) a therapist-client relationship in all three cases; 2) the common image characteristic symbolically representing the son-mother affective bonding in all 3 case studies; and 3) the physical complaint as an obstacle for the Japanese boys' adjustments. (JDM)

ED 439 365   CG 029 939

Kato, Toyohiko
On Social Interactions through the Reported Dreams of Japanese Students by the Hall and van de Castle Scales.
PUB DATE- 98
NOTE- 5p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31,1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *College Students; Comparative Analysis; *Dreams; Foreign Countries; Higher Education; *Social Influences
IDENTIFIERS- Japan

This paper presents research on dreams of college male and female students during a 10-year interval. In Japan, there have been a number of studies on dreams, but there has been no study of dreams using the Hall-Van de Castle Scales. For this reason, a comparable study was conducted between dreams collected in 1986/7 and 1996/7. It questioned whether the content of dreams had changed in that period and whether there were differences unique multi-cultural population. This paper discusses the use of experiential, culture-sensitive techniques to help women experiencing partner abuse. Themes are used as treatment strategies for education and recovery group counseling of abused women and include personal safety, victim blaming, growing up females, and denial. (JDM)

ED 439 386 CG 029 967

Evraiff, William, Ed.
Counseling in Pacific Rim Countries: Past-Present-Future.
PUB DATE- 96
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Counseling; *Counselor Training; *Cross Cultural Training; Cultural Pluralism; Foreign Countries
IDENTIFIERS- *Pacific Rim

Counseling has emerged in the 20th century as one of three major helping professions, the others being psychology and social work. The United States has had a significant influence on the development of counseling all over the world. An outcome of the International Counseling in the 21 Century Conferences has been the recognition that, regardless of where people train to be counselors, they learn to adapt their training with the cultural realities of their own country. In many respects this is what is happening in America now. Due to the increasing cultural and ethnic diversity, counselors and counselor educators in the U.S. are more aware of the need to incorporate the realities of working in multicultural settings. This book is an outgrowth of the belief that counseling has developed similarly yet distinctly in each country. These papers describe the past, present, and future of counseling in the Pacific Rim countries, such as Australia, China, Hong Kong, Indonesia, Japan, Taiwan, Korea, and Singapore, as well as Canada and the United States. Papers include: "History of Counseling in Australia" (Clive Williams); "Counseling in Canada" (E. Anne Marshall and Max R. Uhlemann); "Development of Counseling in Hong Kong" (Betty Lai-ling Lai); and "Counseling in Singapore: Trends, Issues & Future Directions (Esther Tan). Many papers address school counseling. (Each paper contains references.) (JDM)

ED 439 387 CS 013 897

Ediger, Marlow
The Teacher, Reading, and Parents.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; Elementary Education; Instructional Improvement; Instructional Innovation; *Reading Instruction; Reflective Teaching; *Staff Development; Teacher Attitudes; *Teacher Improvement; *Teacher Role; Teacher Workshops

Much is being emphasized in staff development in the area of reading instruction. It is important for each teacher to study and think reflectively about what can be done to improve the reading curriculum. One procedure that can be used is to hold a quality workshop based on the needs of teachers in reading learner depends upon his or her proficiency in vocabulary development. The worker needs to communicate orally with others at the workplace and needs a rich speaking vocabulary in addition to reading skills. The reading teacher needs to show a caring attitude toward the learner and encourage as well as reward improved reading performance. Each person needs to become increasingly proficient in reading to optimize his or her opportunities at the workplace. (NKA)

ED 439 408 CS 013 925

Faust, Mark
The Problematic of Experience: What Goes without Saying and Shouldn't among Researchers and Teachers Seeking To Define Literary Reading as an Ethical Practice.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experience; Higher Education; *Literary Criticism; *Philosophy; *Reader Text Relationship; *Reading Processes
IDENTIFIERS- *Response to Literature

The idea of experience needs to be examined before the experiential aspect of literary reading can be understood, and before literary reading as an ethical practice can properly be defined. Open-mindedness is necessary when fostering student interpretations of a literary text, just as it is necessary for accepting the varying life experiences of others. The paper continues with a brief history of the concept of experience, concluding with an application of the experience concept to literary reading and suggesting possible uses of the term "text" which do not rely on a dualistic concept of experience, such as framing the idea of a text not as a representation of meaning but as a specialized language application for transforming an experience. (Contains 11 references.) (EF)

ED 439 409 CS 013 927

Cairney, Trevor; Ashton, Jean
Three Families, Multiple Discourses: Examining Differences in the Literacy Practices of Home and School.
PUB DATE- 00
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Elementary Education; Foreign Countries; *Literacy; *Oral Reading; *Parent Participation; Parent Student Relationship; *Reading Habits; *Sociocultural Patterns
IDENTIFIERS- *Literacy Engagement; Reading Behavior; Shared Reading

A study examined shared reading discourses as part of an ongoing research project seeking to understand the sociolinguistic complexity of literacy practices at home and school for a number of specific families. Subjects included three socially

Writing Research

As teaching argumentative and persuasive writing returns to the classroom, so does the question of how to do so effectively. Process writing reforms over the past 30 years have sought to change the ways writing is taught from drill and practice in grammar exercises to a focus more on continuous writing and revision. Arguing from an ecological perspective on writing development, however, it shows that such changes may not be enough. Based on a 9-week observation of a middle-school language arts-social studies block class, it claims that competing demands in modern classrooms can lead to environments that sabotage the teaching of argument. The students in this class, in a unit that included writing an argumentative research paper, wrote "hybrid" texts--argumentative theses followed but not always supported by lists of facts. In trying to explain these texts, the researchers realized that the epistemology fostered by classroom talk and other activities was inimical to the complex rhetoric the teacher was trying to develop in encouraging students to write arguments. A student's completed essay is attached. (Contains 17 references.) (Author/RS)

ED 439 430 CS 217 041

Grossman, Pam; Valencia, Sheila; Evans, Kate; Thompson, Clarisse; Martin, Susan; Place, Nancy

Transitions into Teaching: Learning To Teach Writing in Teacher Education and Beyond.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teachers; Case Studies; Elementary Secondary Education; Higher Education; Interviews; Longitudinal Studies; *Teacher Education; *Teaching Methods; *Writing Instruction

This longitudinal study followed 10 beginning teachers from their last year of preservice education into their first two years of full-time teaching. Using sociocultural theory as a theoretical framework, it describes how these teachers appropriated a set of pedagogical tools for teaching writing. Data sources included approximately five interviews a year with the teachers, at least five classroom observations a year, as well as observations and interviews with cooperating teachers, supervisors, mentor teachers, and others. The analysis suggests that teachers drew on pedagogical tools introduced during teacher education to develop their classroom practice. Conceptual tools that were buttressed with practical strategies seemed to be most influential. The settings in which teachers taught, including their relationships with cooperating teachers and colleagues and the kinds of curriculum materials available, also shaped teachers' developing understanding and practice. Finally, pedagogical tools developed during teacher education were even more evident during the teachers' second year of teaching, as they tried to approximate their goal of good language arts instruction. The results of this study suggest the danger of making claims about what teachers do and do not learn during teacher education based only on data from their first year of teaching. (Contains 7 notes and 31 references.) (Author/RS)

7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Communication Research; Higher Education; Interpersonal Competence; Mental Health; Meta Analysis; *Racial Attitudes; *Racial Identification; *Self Concept

This meta-analysis seeks to provide a better understanding of the relationship between racial orientation and a person's relationship with social institutions. It explores relationships between racial group orientation and four outcome variables: educational achievement, propensity toward criminal activities, indicators of psychological adjustment, and indicators of sociability. The results indicate that the degree to which a person has a positive view of his/her own racial group demonstrates a 30% improvement in academic success, a 50% increase in positive mental adjustment, a 27% decrease in delinquency, and a 35% improvement in sociability. The findings support an earlier meta-analysis (Allen, Howard, & Grimes, 1997) that demonstrates a positive relationship between higher levels of self-esteem and a more positive view of one's own racial group. The findings generate continued support for those arguing for the necessity of maintaining a positive image of one's own racial group as a prerequisite for positive social outcomes. (Contains 54 references.) (RS)

ED 430 452   CS 510 202

Hobbs, Renee
The Uses (and Misuses) of Mass Media Resources in Secondary Schools.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Interviews; *Mass Media; *Mass Media Use; *Resource Materials; Secondary Education; Student Interests; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- Media Literacy; Technology Integration

A survey of 130 secondary teachers determined their existing uses of mass media materials in the classroom, including newspapers, magazines, videotapes, computers, and video camcorders. Teachers also reported on their attitudes about the impact of the mass media on youth; their perceptions of students' interest in current events; the value and pleasures associated with watching television; the importance of using computers and new technologies; and young people's interest in celebrities, athletes, and musicians. Teachers were asked to define the phrase "media literacy" and were asked to assess the frequency of their colleagues using media for noneducational purposes, including to fill time, to keep students quiet, or to be used as a reward for good behavior. Results indicated that teachers are well aware of misuses of media in schools--85% indicated they had observed teachers use media resources in ways that may not be educational. Also, 75% of teachers have heard of the phrase "media literacy," but few define it according to the definition established by experts in the field. Most of the noneducational use of media resources identified in the study are tied to teachers' use of media texts as vehicles for delivering content. (Contains 4 tables of data and 11 references.) (NKA)

PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case Studies; Class Activities; Content Analysis; Discourse Analysis; Ethnography; Feminism; Higher Education; Philosophy; Proposal Writing; Qualitative Research; *Research Methodology; Research Skills; *Social Sciences; Statistical Analysis; Writing Skills
IDENTIFIERS- *Cultural Studies

This book provides theoretically informed guidance to practicing the key research methods for investigating society and culture. It is a text in both methods and methodology, in which the importance of understanding the historical, theoretical and institutional context in which particular methods have developed is stressed. The contributors of the 22 essays in the book are (or were) members of the Sociology Department of Goldsmiths College, University of London. The book is divided into four parts: the first discusses the philosophy of social science, developments in social theory, methodology and the use of historical perspectives in research. Part 2 explores considerations of importance at the beginning of a research project and discusses the writing of research proposals. The third part covers a full range of the methods in use by social and cultural researchers, ranging from statistical and survey work to a variety of qualitative approaches, and ends with a chapter on reading and writing research. The book concludes with a series of workshop and discussion exercises, tailored to each chapter, and designed to give student practical experience in using these methods. Essays in the book are: (1) "Introduction" (Clive Seale); (2) "Selected Issues in the Philosophy of Social Science" (David Lazar); (3) "Developments in Social Theory" (Paul Filmer, Chris Jenks, Clive Seale, and David Walsh); (4) "Feminist Methodology" (Heather Brunskell); (5) "Gender, Ethnicity, and Fieldwork: A Case Study" (Anne-Marie Fortier); (6) "The History of the Social Survey" (Fran Tonkiss); (7) "Historical and Comparative Research" (Josep Llobera); (8) "Research and Social Policy" (David Silverman); (9) "Research and Social Theory" (David Silverman); (10) "Writing a Research Proposal" (Moira Kelly); (11) "Doing Social Surveys" (Clive Seale and Paul Filmer); (12) "Coding and Analysing Data" (Clive Seale and Moira Kelly); (13) "Statistical Reasoning: From One to Two Variables" (Clive Seale); (14) "Statistical Reasoning: Causal Arguments and Multivariate Analysis" (Clive Seale); (15) "Using Official Statistics" (Don Slater); (16) "Qualitative Interviewing" (Clive Seale); (17) "Doing Ethnography" (David Walsh); (18) "Analysing Cultural Objects: Content Analysis and Semiotics" (Don Slater); (19) "Analysing Discourse" (Fran Tonkiss); (20) "Analysing Conversation" (David Silverman); (21) "Analysing Literary Texts" (Paul Filmer); and (22) "Reading and Writing Research" (Les Back). (Contains approximately 400 references and a 58-item glossary.) (RS)

ED 439 475   EA 029 929

Chandler, Louis A.
Two Models of Educational Practice: Their Prevalence in the Public and Catholic Schools of Southwestern Pennsylvania.
SPONS. AGENCY- Commonwealth Education Organization, Pittsburgh, PA.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

audiences. Each activity is formatted the same way. Following the activity number and name, a chart details the time needed to carry out the activity, the purpose of the activity, the setting for the activity, the materials and equipment that are needed, and a synopsis of the intended results. The activities are geared primarily for small groups and require a high degree of participation. It is hoped that participants will learn the intricacies of partnerships and how alliances can best be used for school improvement. (RJM)

ED 439 495   EA 030 303

Holmes, Mark
The Reformation of Canada's Schools: Breaking the Barriers to Parental Choice.
PUB DATE- 98
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Parent Participation; *Parent Rights; *School Restructuring
IDENTIFIERS- *Canada; *Child Centered Education; Progressivism

Notwithstanding its many problems, Canada's education system enjoys an enviable level of equality of opportunity and still manages to perform as well as systems in England and the United States. But Canadian education has been weakened by its adoption of progressivism, or child-centered education, an educational system that is "harmful, unjustifiable, and undemocratic." The most important aspect of the education of a child is one of character, i.e., "becoming a good and virtuous person is more important than either skills or material success." Challenging the one-size-fits-all approach to educational policy, a radical proposal for deregulating the educational system is proposed that advocates creation of a broad range of schools to accommodate the wishes of parents and the goals of a pluralistic society. These include moving to central control over money and accountability, together with more parental choice. The difficulties that have emerged are not caused by lack of money, but by poor allocation of funds and inappropriate priorities. (Contains references, an appendix with recommended educational policies, and an index.) (DFR)

ED 439 496   EA 030 304

Gauri, Varun
School Choice in Chile: Two Decades of Educational Reform.
PUB DATE- 98
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decentralization; *Educational Change; Elementary Secondary Education; *Federal Government; Foreign Countries; Government Role; *Government School Relationship; Privatization; *School Choice
IDENTIFIERS- *Chile; Market Systems Approach

This book examines the decentralization and privatization of schools in Chile. It analyzes whether the introduction of market mechanisms in the supply of, and demand for, schools enhances educational performance. The text discusses the microeconomic assumptions underlying the proposition that elementary and secondary education could function as a market.

competencies for public-school leaders in Alabama. It examines the views of various groups in the state's education system--teachers, parents, practitioners, and professors of educational leadership--to determine differences in perceptions regarding the perceived importance of different skill areas. A unique instrument that incorporated the six Interstate School Leaders Licensure Consortium standards for educational administrators was developed for the survey. Based on 242 usable responses, the findings suggest that Alabama public-school stakeholders consider ethics as the most important competency for school administrators. School culture was the next important standard, followed by vision, management, collaboration, and political context. Parents' response patterns were most similar to practitioners' opinions. Responses from teachers and selected professors were interesting in that both groups ranked the standards the same in order of importance: school culture, ethics, vision, management, collaboration, and political context. Teachers and parents placed more importance on current technologies that support management functions than did educational leadership professors. The results suggest that participants possess a common understanding of the many roles of public-school leaders, and that all groups should learn more about the skill areas of those who serve as instructional leaders. (Contains 17 references.) (RJM)

ED 439 517   EA 030 325

Giles, Corrie
Contradictions in Accountability: Planning and Target Setting in Schools. Doing Things Right or Doing the Right Things?
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accountability; *Educational Assessment; Educational Change; Educational Environment; Elementary Secondary Education; *Needs Assessment; School Based Management; *Strategic Planning

This paper examines the issues that accountability-driven planning has generated for those attempting to retain ownership of their school-improvement process. It outlines five sets of contradictions, broadly relating to assumptions about planning, that become evident from a study of the planning literature: (1) short time-lines and multiple innovation will defeat rational planning; (2) long-term planning is not the same as strategic planning; (3) planning is conceived and operationalized differently by the school-improvement and school-effectiveness movements; (4) planning is part of the change process; and (5) there is not a clear view of what planning should look like in practice when faced with multiple innovations in unstable planning contexts. The paper claims that more reflection on the tension between empowerment versus control is needed in the site-based planning literature, and it attempts to identify the factors that contribute to ineffective planning. The paper analyzes why accountability in education is failing at a time when specific types of planning and planning targets are mandated as part and parcel of restructuring and reform initiatives. It also discusses rational planning, long-term planning versus strategic planning, school improvement feedback checklist. (Contains 11 references.) (DB)

ED 439 538 EC 307 717

Cline, Starr
Giftedness Has Many Faces: Multiple Talents and Abilities in the Classroom.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; *Curriculum Design; Elementary Secondary Education; *Gifted; *Multiple Intelligences; *Talent Development; Teaching Methods; Teaching Models
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This book describes giftedness in each of the domains and guides teachers in the identification and nurturing of special abilities in all children. Chapter 1, "Who Are the Gifted?," discusses concern for gifted children and inconsistencies in current and previous attempts to serve this population. Chapter 2, "Introducing the Cline Model," introduces a model that integrates multiple intelligence theory with curriculum differentiation appropriate for the gifted. Chapter 3, "Multiple Intelligences," expands Howard Gardner's theory of multiple intelligences, links them to the curriculum, and demonstrates how the curriculum can be used to identify gifts by replacing the IQ tests that have posed an impassable barrier for many able students. Chapter 4, "The Identification and Development of Giftedness," discusses the theory supporting the educational philosophies for the Cline Model and the factors that contribute to giftedness, which include definitions of intelligence, creativity, task orientation, knowledge/background of experience and external environment and/or opportunity. The final chapter, "Teaching Tools: Lessons, Records, Reports," provides examples of how educators might design or modify existing units so that opportunities are provided to observe students with potential gifts in multiple domains. Appendices include evaluation forms and lesson designs. (Contains more than 300 references.) (CR)

ED 439 539 EC 307 718

Richards, Regina G.
The Source for Dyslexia and Dysgraphia.
PUB DATE- 99
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; Cognitive Processes; *Decoding (Reading); Disability Identification; *Dyslexia; Elementary Secondary Education; Handwriting; Intervention; Phoneme Grapheme Correspondence; *Reading Instruction; Recall (Psychology); Remedial Instruction; *Spelling; *Symptoms (Individual Disorders); Teaching Methods; Writing Difficulties; *Writing Instruction

Literature on Topics Related to Increasing the Utilization of Rehabilitation Research Outcomes among Diverse Consumer Groups." Part 1 presents a discussion of the relationship of constructs such as race, ethnicity, culture, disability, and power. Influences within the rehabilitation system are presented, as well as descriptions of mainstream and ethnic cultures in the United States. Part 2 focuses on the characteristics of effective systems and how to build relationships within culturally competent organizations. The concepts about culture and diversity that were discussed in part 1 are related to issues in conducting research as well as issues in dissemination and utilization. Organizational, research, and dissemination and utilization recommendations are also presented. The third newsletter addresses disability research and the media, developing media relations, sharing research information with the disability media, publishing in journals, and publishing on the Internet. The last newsletter discusses the outcomes of a survey of how the National Center for the Dissemination of Disability Research grantees disseminate information. (Articles contain individual references.) (CR)

ED 439 558   EC 307 737

Powers, Stefanie; Fenichel, Emily
Home Visiting: Reaching Babies and Families "Where They Live." A Report of the Best Available Information from 20 Years of Research and Practice on Home Visiting.
PUB DATE- 98
NOTE- 20p.; Supported by the Freddie Mac Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Child Rearing; Community Health Services; *Disabilities; Early Intervention; Financial Support; *Home Instruction; Home Programs; *Home Visits; Infants; *Outreach Programs; Parent Child Relationship; *Parenting Skills; Professional Development; *Program Design; Program Evaluation; Toddlers

This report discusses home visiting, identifies six key elements common to programs for infants and toddlers that make effective use of home visiting strategies, and profiles successful home visiting programs. It begins by discussing home visiting services and outcomes of home visiting programs. The six key elements of effective home visiting are then presented and include: (1) clearly defined goals and objectives; (2) home visitors who know how to reach the goals and objectives; (3) carefully recruited and well-trained home visitors; (4) collaboration with other community resources; (5) adequate and stable funding; and (6) evaluation and continuous quality improvement. The report then profiles the Clinical Nursing Models Project, the Enrichment Using Natural Resources in the Community and Home (ENRICH) program, the Healthy Families America program, the Healthy Steps for Young Children program, the Infant-Parent Program, the Ounce of Prevention Fund, the Parents as Teachers program, the Prenatal and Infancy Nurse Home Visitor Program, the Steps toward Effective, Enjoyable Parenting program, and the Family Development Project. Included in each profile is information on the history and an overview of the specific project, the service delivery model used, staffing and professional development, community collaboration,

Warger, Cynthia; Burnette, Jane
Planning Student-Directed Transitions to Adult Life. ERIC/OSEP Digest E593.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Education Work Relationship; *Individualized Education Programs; Internet; *Long Range Planning; Motivation Techniques; Resources; Secondary Education; Self Advocacy; Self Determination; *Student Motivation; *Student Participation; *Transitional Programs; World Wide Web
IDENTIFIERS- *Individualized Transition Plans

This digest discusses comprehensive training planning for students with disabilities and ways educators can facilitate the involvement of students with disabilities in helping to formulate the Individualized Transition Plan component of the Individualized Education Program (IEP). Strategies for encouraging student participation include: (1) begin instruction as early as possible in self-determination and other related skills; (2) be prepared to support students with sensitive issues and work through all issues and questions about a disability with students; (3) make sure you feel comfortable talking about a topic or allowing the student to lead the IEP process; (4) schedule time for students to develop skills related to IEP participation on a regular basis; (5) teach IEP participation skills as a semester course; (6) use motivational techniques to interest students, such as inviting an individual with a disability to talk to students; and (7) communicate with families and explain the transition process. (Contains a list of seven publications on transition, along with four related Web sites.) (CR)

ED 439 578 EC 307 757

Garland, Corrine W.; Frank, Adrienne; Ownby, Lisa L.
Partners Plus: Families and Caregivers in Partnerships. Model Demonstration. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 00
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Child Caregivers; Day Care; *Demonstration Programs; *Disabilities; Early Childhood Education; *Family Involvement; Family Programs; Field Tests; Infants; Models; Parent Education; Parent Participation; *Personnel Selection; Preschool Children; Primary Education; Recruitment; *Respite Care; *Special Health Problems; State Agencies; Toddlers

This final report discusses the activities and outcomes of Partners Plus: Families and Caregivers in Partnerships, a model demonstration project designed to expand respite care options for families of children (birth to 8 years old) with disabilities. The program uses a natural and family-centered attention but that many of these schools do not have plans for improvement. About three-quarters of public schools do not have problems with overcrowding, but nearly 10 percent have enrollments that are more than 25 percent greater than the capacity of their permanent buildings. Appendices provide survey methodology, tables of standard errors, and the survey questionnaire. (Contains 34 references.) (GR)

ED 438 600   FL 026 167

Kataoka, Ko
Computers for English Language Learning in Japanese Schools.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Electronic Mail; Elementary Secondary Education; *English (Second Language); Foreign Countries; Internet; Japanese; *Learning Strategies; Second Language Instruction; Second Language Learning; Teaching Methods; Worksheets; World Wide Web
IDENTIFIERS- *Japan

This paper suggests that computer assisted language learning (CALL) can and should be used in language education in Japan in more effective ways. It suggests practical ideas for incorporating the use of computers into English language instruction in Japan. Japanese teachers of English have many concerns about the use and efficacy of computers in the classroom. This paper addresses these concerns by making the following points: (1) the use of computers can offer more authentic examples of the English language in use (newspapers, broadcast media) and opportunities for realistic communication (e-mail), both of which can facilitate language learning; (2) using CALL, learners can proceed at their own pace and take more risks; (3) using CALL, teachers can address the different learning styles of their students through multimedia with pictures, sound, movies, and text offering several different ways to deal with the same material to suit various learning styles; (4) networked computers can be tools for communication in which learners can engage in interaction using the target language. The usefulness of computers is investigated in specific ways, focusing on reading, writing, listening, speaking, and integrated skills. In each section, specific activities are suggested and methodological issues are reviewed. Worksheets are included. (Contains 50 references.) (Author/KFT)

ED 438 601   FL 026 190

Lusnia, Karen B.
Teaching Teachers Long-Distance: A Paradigm-Shift for the Teacher-Planner in Mexico.
PUB DATE- 99
NOTE- 23p.; Paper presented at the International Conference on Language Teacher Education (1st, Minneapolis, MN, May 20-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141).Speeches, Conference Papers, "Papers Presented at..." (150)

Classroom situations) (055)
DESCRIPTORS- *Audiology; *Communication Disorders; Communicative Competence (Languages); *Deafness; Elementary Secondary Education; Hearing Impairments; Language Acquisition; Language Impairments; Second Language Instruction; Second Language Learning; Sign Language; Speech and Hearing Clinics; *Speech Language Pathology; Speech Therapy

Most deaf children are born to hearing parents. Many of these parents have little or no knowledge of deafness and what it means for their child, themselves, or their family. This book introduces parents of deaf children to the aspects of deafness they will want to know more about. The book can be read as a whole, as it is designed to take a logical progression through the issues to be considered by parents. An audiological explanation of deafness is provided and issues regarding the family, language development, and educational choices are then considered. Throughout the book, consideration is given to the place of sign language in the development and education of deaf children. Clear, accessible, and full information is provided in a variety of areas so the reader can develop informed opinions and ideas of their own in relation to the management and education of their child. The book will also be of interest to teachers and other professionals working with deaf children. A list of resources and contact information, an index, and extensive references are included. (KFT)

ED 439 620   FL 026 215

Brauer, Gerd, Ed.
Writing across Languages. Advances in Foreign and Second Language Pedagogy Series. Volume 1.
PUB DATE- 00
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Students; Danish; Elementary Secondary Education; English (Second Language); Foreign Countries; French; German; Higher Education; Internet; Italian; Linguistic Theory; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages; *Writing Across The Curriculum; *Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- Denmark; France; Germany; Italy

This book contains articles from Europe and North America that focus on writing instruction in Danish, French, Italian, German, and English as foreign or second languages at all levels of instruction. The aim of this volume is mainly to encourage an understanding of an expanded function of writing in the field of language education, in theoretical terms, and within the framework of classroom practice. The book's structure (history and theories, people, spaces, modes of learning) suggests a conceptual understanding of language education that underlines the interactive character of teaching and learning. Writing is understood here not only as a tool for recording knowledge but also as a means of developing it. Viewed this way, writing reaches beyond the realm of the foreign language, connecting the learners native language expertise with the other languages to be studied. Language is considered a social phenomenon, and the focus is to reveal the potential uses of writing for learning across the curriculum. Topics discussed include: process versus product writing; the usefulness of writing in second language learning and instruction; the amount of vocabulary and grammar required to support; assessment support; data analysis; and policy information support. An e-mail survey of 167 managers and senior administrators at institutions in the Northeast was conducted; the response rate was 86 percent. Of these, 44 percent provided published mission statements, with other administrators indicating they would be developing such statements in the near future. The study suggests that mission statements of two-year colleges differ from those of four-year colleges, and that there are also differences in the statements of public versus private institutions. It is postulated that demands for public accountability might explain the greater presence of assessment-related functions in statements of public institutions. Among other differences, four-year institutions more frequently mention external reporting than do two-year colleges. The study cautions that actual activities of institutional research offices might not be congruent with their mission statements. (RH)

ED 439 641   HE 032 660

Just, Helen D.
Minority Retention in Predominantly White Universities and Colleges: The Importance of Creating a Good "Fit."
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; College Students; Diversity (Student); Educational Environment; *Faculty Integration; Higher Education; *Minority Groups; Parent Child Relationship; Racial Relations; School Demography; Student Adjustment; Student Alienation; Student Attrition; Student College Relationship

This paper examines some theories and approaches for better integrating minority students into college environments for creating a good "fit" for an increasingly diverse student body, and thereby increasing student retention. Several factors are found to affect diversity: an increased proportion of minorities; an increase in the average age of students; and the large number of employed students. While feeling a part of the campus community is important to all students, minority students face unique problems and have lower graduation rates. The study suggests that a significant, if simple, way to assist adjustment to college for all students, but particularly for minorities, is to encourage the maintenance of attachment to significant people from home. That has not often been the policy of colleges in recent years, but research suggests that connection to home has a significant impact on academic and intellectual development and on commitment. Aggressive recruiting of minority students will create a larger community of similar students, with less chance of their feeling isolated. Similarly, recruiting minority faculty and staff members will provide role models. A diverse faculty can be effective in combating racial prejudice, together with appropriate attitudes of administrators. (Contains 36 references.) (RH)

ED 439 642   HE 032 661

High, Robert V.
Employment of College Students.
PUB DATE- 99

"Interactions with Other Sectors of Society," the chapters are: (7) "How Concepts of Politics Control Concepts of Civic Responsibility" (David Mathews); (8) "How Far In? How Far Out? Civic Responsibility and the Journalism Educator" (Jay Rosen); (9) "Integrating the American System of Higher, Secondary, and Primary Education To Develop Civic Responsibility" (Lee Benson and Ira Harkavy); and (10) "Supporting Community Involvement in the Digital Age" (Penelope Eckert and Peter Henschel). In Part 4, "Perspectives from Different Sectors of Higher Education," the chapters are: (11) "A Community College Perspective" (Paul A. Elsner); (12) "The Perspective of a Comprehensive University" (Judith A. Ramaley); (13) "A Liberal Arts College Perspective" (Gregory S. Prince, Jr.); (14) "A Historically Black College Perspective" (Gloria Dean Randle Scott); (15) "A Religious-Based College and University Perspective" (William J. Byron); and (16) "A Research University Perspective" (Mary Lindenstein Walshok). Chapters in Part 5, "Special Challenges," are: (17) "Civic Engagement and the Academic Disciplines" (Edward Zlotkowski); (18) "Accounting for the Civic Role: Assessment and Accountability Strategies for Civic Education and Institutional Service" (Jane V. Wellman); and (19) "Civic Renewal in Higher Education: The State of the Movement and the Need for a National Network" (Elizabeth Hollander and Matthew Hartley). The book closes with an Afterword written by Zelda F. Gamson. (All the essays contain notes.) (CH)

ED 439 660   HE 032 738

Advances in Education Research, Fall 1999.
PUB DATE- 99
NOTE- 159p.; For volume 4, Winter 1999, see HE 032 739. For volume 2, see ED 410 308.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Black Students; College Attendance; College Preparation; College Students; *Community Services; Compensatory Education; Disadvantaged; Educational Counseling; *Educational Opportunities; *Educational Research; Educationally Disadvantaged; *Family Influence; High Schools; Higher Education; Minority Groups; Outreach Programs; Post High School Guidance; Service Learning; Student Characteristics; Student Financial Aid; *Transitional Programs
IDENTIFIERS- *African Americans

This volume presents selected research articles related to early intervention for college programs. This is part of a two volume set designed to showcase some of the best cutting edge research on early intervention programs. Providing an introduction to the types of these programs, this issue: presents research on why the programs are necessary; discusses the value of a classification scheme; makes readers aware of the vast number and types of programs available; and provides research evidence for the necessity of these programs. Following an introduction by Adrianna Kezar, there are two articles on program access that address: multiservice resource centers; restricted focus resource services; last-dollar scholarships and financial aid advising; early commitments of guaranteed tuition; educational awareness programs; academic preparation and precollege counseling programs; and systematic change to facilitate college access. These articles are: "School to College Transition Programs for Low Income and Minority Youth" (Ann S. Coles) and "Missed Opportunities: A New Look at Disadvantaged College Aspirants" (Education Resources Institute). Articles in the section focusing on program necessity are: "Family and High focuses on trends and issues and includes articles on doctoral dissertation research in educational technology, development programs for college faculty, network information discovery and retrieval of educational materials, tools for automating instructional design, benefits of information technology, the E-rate resource guide, Internet relay chat, information literacy, radios in the classroom, and building and maintaining digital reference services. Part 2 covers technology centers and institutes for learning, and part 3 focuses on school library media. Part 4 presents a leadership profile of six significant figures in the profession: Wesley Joseph McJulien, Stanley A. Huffman, Jr., John C. Belland, Robert M. Diamond, Paul Robert Wendt, and Don Carl Smellie. Part 5 includes information on professional organizations and associations in North America, and part 6 describes U.S. graduate programs in instructional technology. Part 7 is a mediagraphy of print and nonprint resources published in 1998 or early 1999. Contains an index. (AEF)

ED 439 680   IR 019 951

Miller, Beverly Sue Warren
Opinions of Teachers Regarding the Effects of Educational Technology in the Elementary Classroom.
PUB DATE- 99
NOTE- 43p.; Bachelor's research paper, Tusculum College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Attitudes; Computer Networks; *Computer Uses in Education; *Educational Technology; *Elementary Education; School Districts; School Surveys; Teacher Attitudes; Teacher Education; Training
IDENTIFIERS- Technology Integration

This study examines the opinions of elementary school teachers currently employed by the Greeneville City School System regarding the utilization and effects of educational technology in the elementary classroom. The System has committed to building and maintaining a state-of-the-art computer network for students served by the district. A large financial commitment was also made with the purchase of an individualized curriculum delivery system called CCC (Computer Curriculum Corporation) SuccessMaker. This study attempts to determine if the educational technology program was making a positive impact on student achievement, and if there were other benefits being realized, such as increased student self-esteem and improved behavior among students utilizing the computer network. Sixty-four surveys completed by elementary teachers in the System were used in the data analysis. A large majority of teachers had very positive attitudes regarding the educational technology program in the System. Most teachers reported improved test scores, better behavior among students actively engaged with technology, and increased self-esteem and self-confidence among many students involved with the educational technology program. One area of concern that was identified was the need for additional teacher training in the area of managing technology in a classroom with 5 computers and 20 or more students. Survey cover letter and survey are appended. (Author/AEF)

ED 439 681   IR 019 952

Eisenberg, Michael B.; Berkowitz, Robert E.

(AEF)

ED 439 701   IR 019 982

Ellsworth, James B.
Education for the Twenty-First Century: A Philosophical Perspective.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Uses in Education; *Educational Change; *Educational Development; Educational Needs; Educational Objectives; *Educational Technology; Elementary Secondary Education; Futures (of Society); Public Education; *Technological Advancement

In the last 25 years, the continuous acceleration of technology use in society has produced significant changes which the founders of the present public education system did not foresee. As a result, the current system is not only inadequate by modern standards, but is maladapted for the task of carrying the United States into the future, a task which proliferating technology has made critically important. This paper explores the rationale behind this assertion, describing the past--and probable future--social and economic changes undergone by society which combine to mandate the redesign of American public education, and investigate the relationship of technology, past or present, to these changes. The paper further examines the impact of such transformations on the field of education, and suggests ways in which the American educational system could meet the requirements of a changing environment. Finally, the paper considers ways in which technology itself could be used to address some of the problems that it has created, and outlines an educational agenda which could meet the demands of the 21st century. (AEF)

ED 439 702   IR 020 287

Ellsworth, James B.
Technology and Change for the Information Age.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Uses in Education; *Educational Change; *Educational Development; Educational Planning; *Educational Technology; Program Effectiveness; Systems Approach
IDENTIFIERS- *Technology Integration

Educators must adapt the way they think about change if they and their students are to see the benefits of instructional technology. This new paradigm is called systemic change, and combines general systems theory and what has traditionally been called diffusion of innovations. This paper explores some of the lessons it holds for integration of technology into the Information Age classroom. The first thing to remember in planning education change is that education is a social enterprise. Success will depend on ability to maximize the satisfaction of the stakeholders or people that will affect and be affected by changes. A representative from each group of stakeholders should be involved. The second lesson is that to

Acceptable Use Policy, this book describes how technology affects the role and interaction of media specialists, teachers, students, administrators, and parents. Technology planning tips are given on methods to research trends, forecast needs, prepare mission statements, create action plans that account for alternate future scenarios, and conduct grant writing. World Wide Web technology is discussed in the context of what knowledge a school media specialist needs to make the Web most productive for users. The book examines various search engines and filters at length, employing charts and text, and demonstrates how to pick a searching technique such as keyword, natural language, truncation, wild card, and Boolean. Other topics covered include library management software, media retrieval systems, library security systems, and DVDs. Six lesson plans give a sampling of ways to use technology to further curricular goals. A final chapter looks at setting up networks and what works best in different environments. Options discussed include stand-alone computers, accessing OPAC, LANs, WANs, intranets versus the Internet, and the different functions of an intranet and network operating software. Contains references and an index. (AEF)

ED 439 725   IR 057 819

Blixrud, Julie C., Comp.
Managing Printing Services. SPEC Kit 254.
PUB DATE- 00
NOTE- 121p.; SPEC Flyer not included with this SPEC Kit.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Computer Printers; Higher Education; Library Equipment; Library Policy; Library Services; Library Surveys; *Printing; *Research Libraries
IDENTIFIERS- Association of Research Libraries

This SPEC (Systems and Procedures Exchange Center) Kit reports results of a survey that examined how Association of Research Libraries (ARL) members currently provide printing services to their users and how the costs of those services are covered. Of the 122 members surveyed, 82 responded. Included in the responses was information on main, law, medical, and branch or other campus libraries, representing Canadian, national, U.S. private, and U.S. state research libraries. Of those responding to the survey, only one library indicated it did not provide printing capabilities for all or some of the public computer workstations. Results are provided on policies, printing volume, technical capabilities and staff support, costs and cost recovery, formal evaluation, and issues and trends. Represented documents from selected responding libraries, presented after the survey form, include: library printing policies (Indiana University, University of Maryland, Northwestern University); online user instructions (University of Chicago, Georgetown University, University of Guelph, Northwestern University, University of Pittsburgh, Yale University); printed user instructions (University of Minnesota, New York University, University of Waterloo, University of Western Ontario, York University); computer center printing policy (Auburn University, Georgetown University, University of Guelph, Indiana University, Northwestern University, University of Pittsburgh, Yale University); and evaluation (University of Chicago, University of Guelph, Vanderbilt University). (AEF) carried out in Phase 1 and recommended their continuation. Program areas were: (1) international exchange of ideas, experience, and studies on policy issues; (2) strengthening of national research and development capabilities; and (3) facilitating access to databases and documentation and strengthening of the UNEVOC Network. Recommendations were made to the Director-General for project continuation and improvement. (The nine-page report has the following appendixes: participant list; UNEVOC summary of achievements 1992-96; UNEVOC progress report 1996-97; and evaluation report.) (YLB)

ED 439 226   CE 079 787

Hamlett, Peggy J.
Factors in Sustainable Development: Current and Innovative Livestock and Range Management Practices as Perceived by Cattle-Producing Ejidatarios and Private Cattle Ranchers of Sonora, Mexico. A Summary Report of Research. Department Information Bulletin 99-4.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 38p.; Study conducted under the auspices of Texas A & M University and PATROCIPES in a Kellogg Foundation sponsored project, "Managing Agroecosystems through Technological Adaptation and Transfer in the Multi-Cultural Environment of the United States/Mexico Border Corridor."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); Adult Education; *Animal Husbandry; *Attitudes; Continuing Education; *Cross Cultural Training; Cultural Differences; *Farm Management; Foreign Countries; Information Dissemination; Innovation; Linking Agents; Sustainable Development; *Technological Advancement; Technology Transfer
IDENTIFIERS- *Mexico (Sonora State); *Ranchers

A study was conducted to identify and compare livestock production and range management practices currently in use in the Texas/Mexico border corridor, and to determine the acceptance of selected innovative practices among cattle ranchers in the State of Sonora, Mexico. Information was collected from private livestock producers who were members of organizations in three different geographical zones in Sonora and from those who were not members of such organizations. The research described a variety of ranch management and livestock handling techniques in use throughout the region, and identified a number of attributes needed to facilitate the transfer of technology among ranchers in the state. The study concluded that agencies involved in cross-cultural education in the state should be aware of cultural values and language barriers in attempting to diffuse technology. A number of recommendations for action and further research were made. (Contains 55 references.) (KC)

ED 439 227   CE 079 806

AmeriCorps Promise Fellows Handbook: Delivering on America's Promise to Youth.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

PUB DATE- 99
NOTE- 46p.; Project Director was Carol Molek. Project coordinators were Lori Forlizzi, Suzanne Fisher, and Dehra Shafer.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; *Instructional Materials; Learning Modules; Literacy Education; *Material Development; *Professional Development; Program Effectiveness; *Program Implementation; State Programs; *Trainers
IDENTIFIERS- *Pennsylvania

This project continued a 2-year project that had focused on development and implementation of training in content areas needed by staff from ABLE (Adult Basic and Literacy Education)-funded agencies in Pennsylvania. The project continued to coordinate the review and selection of training materials for professional development in designated content areas. The project also continued to coordinate closely with the regional Professional Development Centers in the state to train new trainers and support new and experienced trainers in the delivery of new and existing content modules. Existing modules, pilot-tested during the previous project year, were refined according to feedback from trainers. A research-based guide for literacy practitioners serving adults with learning disabilities was reviewed by content experts and components were recommended for addition to the module training offerings. Four new modules, focusing on adults with learning disabilities and test instruments, were developed. Training was offered to assist ABLE-funded agencies to make informed choices about assessment instruments. The project trained 24 trainers to deliver the four new modules, as well as three of the original five modules. A total of 1,065 participants attended 85 module trainings throughout the state. The project recommended that, in future years, project efforts should focus on institutionalizing these training systems, while allowing them to evolve to meet the needs of trainers in the field. (A review of modules is appended.) (KC)

ED 439 245 CE 079 855

Disario, Nancy; Pappalardo, Michele F.; Gonzalez, Manuel A.
Workforce Education Institute. Final Report, Fiscal Year 1998-1999.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Literacy Education; *Outcomes of Education; *Professional Development; State Programs; Workplace Literacy; Workshops
IDENTIFIERS- *Pennsylvania

This project provided a year-long skill development Workforce Education Institute for 100 work force literacy providers and instructors in Pennsylvania. The institute included an intensive, 3-day summer workshop, 2 follow-up workshops, and a 2-day spring workshop designed to meet the individual needs of

PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Adult Education; *Business Education; Case Studies; Competence; Competency Based Education; Corporate Education; Corporations; Education Work Relationship; Educational Quality; Educational Trends; Health Occupations; Higher Education; Human Resources; Individual Instruction; Insurance Companies; Interaction; Leadership Qualities; *Leadership Training; *Management Development; Models; Nonprofit Organizations; Nontraditional Education; Organizational Change; Organizational Climate; Private Sector; Public Agencies; Public Sector; Real Estate; Scientific Personnel; Social Change; *Supervisory Training; Teacher Student Relationship; *Training Methods; Trend Analysis
IDENTIFIERS- Customer Services; *Job Coaches; *Learning Organizations

This book contains 13 case studies that illustrate models, techniques, theories, strategies, and issues relevant to leadership development programs in the public, private, and nonprofit sectors. The following papers are included: "The Past, Present, and Future of Leadership Development" (Franklin C. Ashby); "Leadership Development as a Business Strategy: Allstate Insurance Company" (Trina Stephens); "A Customer Service Trifecta: Situational Leadership. Quality, and Satisfaction: Dr. Pepper/Seven Up, Inc." (Karl J. Krayer); "Developing Effective Supervisors: Michigan's Family Independence Agency" (Carole S. Aslani, Michael Masternak); "Executive Coaching: E. G. Verlander & Associates" (Edward G. Verlander); "Strategies and Competencies to Enhance Leaders for the New Millennium. A Multicase Study of Three Successful Real Estate Professionals: Affiliated Capital Corporation, Prudential Burnet Realty, and Valuation Management Consultants, Inc." (Margot B. Weinstein); "Training Tomorrow's Leaders Using Yesterday's Techniques: Sandia National Laboratories" (Linda K. Stromei); "Transformational Coaching. A New Paradigm for Executive Development: Haywood Insurance" (Raymond P. Harrison); "Implementing Quality in Higher Education. A Must for Leaders in the New Millennium: Ohio State University" (Lee Jones); "A Leadership Education and Dialogue Model. Creating a Learning Organization for Continuous Leadership Development: University of North Carolina Health Care" (Donna L. Kaye); "Building Depth in New Benches. Nurturing Nontraditional Leaders: Camp RYLA, Rotary International" (Sylvia Ryce Cornell); "Initiating a Culture Change through the Implementation of the Coaching Capability Project in a Utility Organization: Northern States Power Company" (Melody McKay); and "Individual Leadership Development Process: Mobil Oil's North America Marketing and Refining Division" (James Stryker). Several papers contain substantial bibliographies. (MN)

ED 439 264 CE 079 887

Born, Sigrid, Ed.
German Women Today: What Some German Newspapers Say. Inter Nationes Basis-Info 4-2000/Society. In Press.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Building Trades; Comparative Analysis; Education Work Relationship; *Employed Women; *Employment Level; Employment Patterns; *Employment Problems; Entrepreneurship; Foreign Countries; Internet; Newspapers; Poverty; *Salary Wage

Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance on the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates that creative teaching techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-connections experiences, blended activities, creative ideas, TAAS objectives and proficiency, bibliography, and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

ED 439 281 CE 079 926

Mathieson, Mary
Family and Career Management. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 99
NOTE- 297p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Education; Careers; Clothing; *Consumer Education; Curriculum Guides; Decision Making; Employment Practices; Family Role; *Family Work Relationship; High Schools; *Home Economics; Home Economics Skills; *Home Management; Housing; Instructional Materials; Learning Activities; *Money Management; Nutrition; *Personnel Policy; Purchasing; State Programs; Statewide Planning
IDENTIFIERS- *Texas; *Texas Essential Knowledge and Skills

This instructional guide for a one-half credit course for grades 11-12 emphasizes preparation for family and career roles, effective management, and personal and career effectiveness. Introductory materials are a course description; overview of course design; facilities, equipment, and resources; and how to use the instructional guide. Texas Essential Knowledge and Skills for Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance on the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates that creative teaching techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-connections experiences, blended activities, creative ideas,

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Opportunities; Employment Patterns; Futures (of Society); Labor Force Development; Labor Legislation; Labor Market; Labor Needs; Labor Utilization; Older Adults; *Older Workers; Policy Formation; *Public Policy; *Retirement; Underemployment; *Unemployment; *Unemployment Insurance

Unemployment compensation in the United States is provided through a federal-state system of unemployment insurance (UI). UI provides temporary partial wage replacement to active job seekers who are involuntarily out of work. For older workers, UI is an important source of income security and a potential influence on work incentives. For example, the transition from full employment to retirement may include other non-career employment and part-time jobs before full retirement. Many issues in UI policy, such as coverage, eligibility, adequacy of benefits, duration of benefits, work incentives, benefit financing, and interaction with other programs, are of concern to older workers. A survey of policy issues suggests that changes, such as initial eligibility, continuing eligibility, wage replacement, and partial benefits, should all be examined to evaluate effects on the likely employment patterns of older workers. Particular attention should be given to UI features affecting the choice of self-employment, part-time work, seasonal work, and agricultural jobs. The financing consequences of possible UI program changes should also be estimated, as should the macroeconomic impact of broadening recipiency. Worsening labor shortage conditions in the United States mean that efforts to retain older workers in the labor force will intensify. The current and potential influence of UI on the income security and labor force participation of older workers should be well understood. (Contains 60 references and 13 tables.) (KC)

ED 439 300   CE 079 950

Wu, Robert T. Y.
Vocational Training for the Disabled in Taiwan, Republic of China.
PUB DATE- 99
NOTE- 14p.; Paper presented at the International Vocational Education and Training Annual Conference (Sydney, Australia, August 11-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Disabilities; Educational Change; *Educational Legislation; Educational Practices; Employment Potential; Foreign Countries; Job Skills; Job Training; Policy Formation; Postsecondary Education; Program Development; *Public Policy; Secondary Education; Special Education; *Vocational Education
IDENTIFIERS- *Taiwan

For Taiwan, Republic of China, a nation with limited natural resources and a population of 22 million people in an area of only 36,000 square kilometers, the development and use of human resources plays a pivotal role in sustainable economic growth. Vocational education and training are two major human development methods. Since persons with disabilities in Taiwan account for about 2.6 percent of the total population, the government has begun to incorporate vocational training

Heid, Laura Smillie; Parish, Mary T.
The Nature of Self-Integrated Authenticity in Counselors and Therapists.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Client Relationship; Counselor Training; Higher Education; *Interaction; *Interpersonal Relationship; *Self Actualization; Self Concept

Within a therapeutic relationship, there are two levels functioning simultaneously: first is the working level of the client and counselor; and second is the basic human level in which the counselor offers a stance of mutual respect and equality. This paper expands upon the second level by examining its nature and qualities. It posits a basic human connection characterized by what has been termed "self-integrated authenticity," which requires a level of self-development and concomitant authenticity emanating from self-authorship, a striving towards balance between conscious and unconscious, and a willingness to share one's soul that allows for qualitatively distinctive manifestations of genuineness and empathy. It uses Kegan's constructive developmental theory about the evolution of consciousness and meaning-making to analyze the essence and development of self-integrated authenticity. The paper states that implicit in the discussion of self-integrated authenticity and the qualitative differences between genuineness and empathy are critical implications for counselor education, training, and supervision. It suggests that, in order to effectively teach and train counselors who are functioning at different orders of consciousness, counselors must first assess students' orders of consciousness. It concludes that further research and discussion are needed to discover how counselor educators and supervisors can continue their own development of consciousness while empowering their students to do the same. (JDM)

ED 430 322   CG 029 880

Falik, Louis H.
Enhancing the Effectiveness of the Counselor through the Application of Mediated Learning Experience.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counselor Training; Integrated Activities; Models; Skills
IDENTIFIERS- *Mediated Learning Experience

The complex interpersonal process that makes up counseling includes dimensions of interviewing skill, assessing the present concerns of the client, understanding dynamics of behavior and change, and the employment of a repertoire of techniques and appropriate interventions. This complexity adjunct to treatment. The paper argues that it is very important to explore the interplay of the client's thoughts, beliefs, and expectations with subsequent feelings and behaviors. This can be accomplished by a cognitive restructuring approach that examines the automaticity of certain thoughts. (Contains 13 references.) (JDM)

ED 439 343   CG 029 914

Strong, Winifred; Honer, Mary
The Challenge of Grief: Counseling the Survivors.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Counseling; *Crisis Intervention; *Grief; Intervention; Stress Variables
IDENTIFIERS- *Loss

This paper focuses on the stress and struggles faced by survivors, following physical and/or emotional loss. It explains how counselors must be prepared to assist when grief strikes the nation, the classroom, or the individual. Each incident carries its own uniqueness and must be dealt with in light of the victim's personal need and their belief system. The paper includes several objectives, and lists of information follow each objective. It provides counselors with information that will assist them in recognizing symptomatic behaviors common to bereavement and loss, such as the stages of grief and the colors of grief. Counselors will have the opportunity to discuss some common myths about grief. They will also review intervention strategies and activities when counseling those experiencing grief and loss. Strategies are listed for helping those coping with grief. It includes suggested activities for grief groups. Names and addresses of several resources are included for further information on grief and loss. (JDM)

ED 439 344   CG 029 915

Tien, Hsiu-Lan Shelly
Help-Seeking Behaviors of the College Students in Taiwan.
PUB DATE- 97
NOTE- 6p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Guidance; *College Freshmen; *Counseling Services; Foreign Countries; *Help Seeking; Higher Education; *Student Needs
IDENTIFIERS- Taiwan

The purpose of this paper is to understand students' perceptions of needs for counseling personal, academic, and career problems, and to realize students' preferences of counseling strategies with respect to these three problem domains. Freshman students at the National Pingtung Teachers College reported by either sex. Characteristics in social interaction, aggressiveness, friendliness, and sexual interactions in dreams were collected and compared. There were some changes noted in correlation of item analysis scales. Differences were seen in relation to aggressiveness and friendly actions with male and female characters, and familiar and unfamiliar characters. Differences were not only compared between of male and females characters, there were also comparisons of social interactions and chronology. From the viewpoint of a dynamic analysis of dreams, correlations of items were examined by the Pearson's correlation coefficient. (JDM)

ED 439 366 CG 029 940

Artero, Margaret T.
School-Based Adolescent Suicide Prevention Program in Guam.
PUB DATE- 98
NOTE- 6p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31,1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crisis Intervention; Cultural Relevance; *Curriculum Development; *Intervention; National Programs; Secondary Education; *Suicide; *Young Adults
IDENTIFIERS- *Adolescent Suicide; Guam; Zuni (Pueblo)

The National Institute of Mental Health reported in 1998 that suicide in the United States is the third leading cause of death among young people, and that they are the only age group whose mortality rate has increased due to suicide during the last 20 years. The United States Territory of Guam has also experienced an increase in adolescent suicide. This paper describes two levels of school-based suicide prevention programs. The primary prevention program aims to deter the problem from occurring in individuals and encourages ways to deal with life. The secondary prevention program works to identify problems at their initial stage in order to shorten the duration of the problem and lessen their intensity. The primary prevention programs are curriculum-based and are geared towards fostering decision-making skills and developing a positive self-image. Secondary prevention programs rely on student self-referral, peer referral, or actual incidents and work towards defusing already problematic conditions. The paper includes several recommendations for an effective school-based suicide prevention program for Guam. It recommends that Guam augment its prevention program with Zuni Life Skills Development Curriculum since Zuni culture is similar to Guam culture which fosters interrelations and group cohesiveness. (Contains 19 references.) (JDM)

ED 439 367 CG 029 941

Blanc, Darlita J.
"Being a Decent Human Being Is a Modern Way To Be a Warrior."
PUB DATE- 98
NOTE- 6p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31,1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

instruction. The theme should be decided with teacher involvement and the guidance of the principal. In a workshop for 20 participants, during a general session, problem areas are identified and clarified. Teachers might volunteer to serve on a committee focusing on various problem areas. Committee reports to indicate progress can be shared with others. Faculty meetings, with ample materials of instruction and instructional assistance, may also be used to improve the reading curriculum. Teachers can then try out ideas gleaned from the meetings. To vary approaches in teaching reading, a videotape on model teachers using behaviorism as a psychology of learning may be shown and critiqued. Some teachers speak highly of visiting innovative classrooms where new approaches have been tried out with success in reading instruction. Observational visits by the reading supervisor can be beneficial for inservice development. Team teaching has built-in inservice education, with members upgrading their teaching skills and sharing worthwhile ideas with each other. Teachers also need to have ample opportunity to browse through and read materials from a professional school library. Another excellent way to improve the reading curriculum is to discuss student progress during a parent/teacher conference. (NKA)

ED 439 388   CS 013 899

Ediger, Marlow
Phonics in the Teaching of Reading.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Elementary Education; *Phonics; *Reading Instruction; *Reading Skills; Student Needs; *Whole Language Approach; Word Recognition
IDENTIFIERS- Big Books; *Educational Issues; Scope and Sequence

This paper begins with an overview of necessary word recognition skills and the debate between use of phonics versus whole language. The paper gives a useful 5-step strategy for decoding unfamiliar words: (1) use context clues; (2) try the sound of the initial consonant, vowel, or blend in addition to context clues; (3) check for structural clues; (4) use phonics generalizations to sound out as much of the word as necessary; and (5) consult the dictionary. It then discusses phonics integrated with content from reading, contends that there are suitable times to teach phonics, and outlines some basic principles in teaching phonics. The paper emphasizes that phonics should be taught as a means to an end, not an end in and of itself. The paper then discusses the different philosophies of phonics instruction: advocates of the basics believe that there is a core of phonics principles and generalizations that students should learn and use, while there are other teachers who emphasize a strong program of phonics instruction with a well-developed scope and sequence. Individualized reading, a holistic approach in reading instruction, is also discussed in the paper, as is behaviorism and the reading curriculum. The paper concludes with a consideration of objectives in the teaching of reading. (NKA)

ED 439 389   CS 013 900

Fountas, Irene C.; Pinnell, Gay Su
Matching Books to Readers: Using Leveled Books in Graded Reading,

and culturally diverse families who shared story reading events, constructed meanings about literacy, and engaged in sociolinguistic practices to support literacy and their children's educational opportunities. Findings suggest that the sociolinguistic complexity of literacy support that adults offer makes it difficult to make simplistic statements concerning the impact of any differences identified across literacy contexts or repeated occurrences of the same type of literacy event within a single context. Additional research can benefit from detailed discourse analysis, which offers a method for in-depth examination of sociolinguistic strategies and opportunities for identifying changes needed in home and school pedagogical practices. Appendixes contain a transcription symbol key; abbreviations, symbols, and definitions used in discourse analysis; and the three transcriptions. (Contains 35 references.) (Author/EF)

ED 439 410 CS 013 929

Sunderman, Gail L.; Amoa, Marian; Meyers, Tiffany
Support for Reading in Middle and High Schools: Institutional and Organizational Influences.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 99
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Grant from the California Department of Education distributed to the American Institutes for Research and to Johns Hopkins University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Middle Schools; *Reading Improvement; *Reading Programs; Reading Research; *Reading Strategies; *Resource Allocation; *School Culture; Student Needs; Sustained Silent Reading; Writing across the Curriculum
IDENTIFIERS- California; Instructional Support; Organizational Research; *Reading Management

To understand the capacity of middle and high schools to support reading, a study examined two questions: (1) How do middle/high schools organize and allocate resources to support reading? and (2) How do middle/high schools respond to resource and structural challenges created by the multiple institutional actors that comprise the school system? Combining an organizational and institutional view of schools, the study examined how eight high-performing California middle and high schools organized resources to support the improvement of reading. In particular, it is concerned with how the state's prior and current language arts curriculum policies shape and support the development and implementation of reading programs. Interviews were conducted with principals, teachers, and a central office administrator in each district. Classroom observations were made, and documents were collected. Findings suggest middle/high schools have adopted a limited number of strategies aimed at improving the literacy skills of their students. Because of organizational and resource constraints (including limited funding, scheduling limitations, curriculum requirements, few teachers with reading expertise, and a lack of appropriate materials) the most commonly adopted practices included reading or writing across the curriculum and sustained silent reading. These schools, however, were able to recruit and retain highly qualified teachers and attract a diverse student population, which also contributed to the students'

ED 439 431   CS 217 042

Van Goor, Wanda
Using Grammatical Information To Make Rhetorical Points.
PUB DATE- 94
NOTE- 9p.; Paper presented at the Annual Conference of the National Council of Teachers of English Assembly for the Teaching of English Grammar (5th, Normal, Illinois, August 12-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; Higher Education; *Rhetoric; Secondary Education; *Sentence Structure; *Sentences; *Writing Exercises
IDENTIFIERS- *Main Idea; Rhetorical Strategies

Once students can identify main (independent) clauses and main ideas, a simple graphic system will demonstrate whether their sentences are strong and unified. The student underlines the main clause of a sentence and circles the main idea. In a strong, unified sentence, the circle will sit on the line. If the circle does not sit on the line, the writer should consider revising the sentence so that its main idea is in its main clause. A variety of exercises (with answer keys) serve to explain and reinforce the concept, including one in which an identical set of sentences yields two paragraphs that make quite different points. (Author/NKA)

ED 439 432   CS 217 043

Klassen, Norma; Veeman, Nayda, Ed.
"Visioning the Whole Elephant": The Case for a Provincial Family Literacy Strategy.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Community Involvement; Early Childhood Education; *Family Literacy; Foreign Countries; Models; *Training Methods
IDENTIFIERS- Literacy Campaigns; *Saskatchewan; *Saskatchewan Literacy Network

Training for family literacy began in 1993 with the development of the "Come Read with Me" model. Since that time over 300 facilitators have been trained, but a 1997 survey found only a fraction of these individuals were still active in family literacy programs. The Saskatchewan Literacy Network was faced with the challenge of delivering training across a vast and sparsely populated province. Yet clearly something beyond training is needed if family literacy is to be sustainable, and broad community support is essential if family literacy is to move beyond a piecemeal project-based approach. This report is the synthesis of an earlier report and review by Saskatchewan's Provincial Advisory Committee. The report outlines a strategy for a provincially wide community development approach to family literacy programming and the training that would support this development. It is intended to broaden awareness beyond government levels and the organizations and agencies that apply for grant funding. It provides a structure for a growing development of skills for programming and for training. The report states that a key point is the development of a shared vision of what constitutes the "whole" scope of skills and

ED 439 453   CS 510 263

Hobbs, Renee
Teaching with and about Film and Television: Integrating Media Literacy Concepts into Management Education.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Education; Higher Education; *Instructional Materials; *Mass Media; *Teacher Role; *Thinking Skills
IDENTIFIERS- Concept Identification; Meaning Construction; Media Analysis; *Media Literacy; Video Production

This paper reviews some characteristics of video-based educational materials by describing the intellectual heritage of the movement to include media analysis and media production as basic skills for the information age. The paper identifies the opportunities and challenges that management educators face in the use of video-based tools in both business settings and in higher education. Because of practical work and scholarship, educators have begun to agree on elements which should always be considered when film and television messages are used in the classroom. These concepts are: awareness of the constructed nature of representations in both print and visual media; knowledge about the economic and political context in which media messages are produced by a number of different institutions with specific objectives and goals; and awareness and knowledge about the ways in which audiences construct meaning from messages and about the variety of processes of selecting, interpreting, and making use of messages in various forms. By helping students to internalize a basic set of questions to ask when encountering any message, educators can reshape the process of viewing from a passive process to a reflective process. Educators should recognize their role, as long-term stakeholders, in helping to reshape the cultural environment by building the reasoning and analysis skills of the workers, parents, and leaders of the future. (Contains 28 references.) (NKA)

ED 439 454   CS 510 264

Hobbs, Renee
The Seven Great Debates in the Media Literacy Movement.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; Elementary Secondary Education; Higher Education; *Mass Media Role
IDENTIFIERS- Educational Issues; Media Analysis; *Media Literacy; Response Opportunities

As the media literacy movement gains momentum in the United States, the increasingly diverse community of educators, community organizers and activists, scholars, social service and media professionals have a lot of issues to debate because media literacy can take many different forms. Moreover, the techniques of media analysis can be relevant to almost every major policy issue--both domestic and international--and media production makes it possible for people to contribute their

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; *Comparative Analysis; *Educational Methods; Elementary Education; Models; *Public Schools; *School Role; *Teaching Methods
IDENTIFIERS- *Pennsylvania

This paper reports on a survey of public and Catholic elementary schools in southwest Pennsylvania. The purpose of the study was to find out the extent to which various educational practices, association with those two types of schools, have been adopted in the schools and whether Catholic and public schools differ along a continuum of traditional/progressive educational practices. A survey instrument was constructed by identifying 10 current educational practices and then by enlisting a scholarly panel to refine the list. The resulting survey contained 10 educational practices having to do with instruction, reading, math, social studies, curriculum, outcomes, assessment, grades, standards, and the teacher's role. Results were obtained from a sample of 115 schools (56 public, 59 Catholic). Findings indicate that, on most dimensions of schooling, Catholic and public elementary schools do not significantly differ. However, some differences were found in instructional techniques and in expected outcomes. Catholic schools tended to rely more on traditional methods and direct instruction by the teacher, rather than on the type of self-directed student learning more widespread in public schools. Furthermore, Catholic schools were somewhat more progressive than public schools in adopting a "whole child" approach to child development. (RJM)

ED 439 476   EA 030 109

The SILC School Improvement Planning Process. The SILC Road.
PUB DATE- 99
NOTE- 17p.; SILC stands for Supporting Inclusive Learning Communities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; Educational Change; *Educational Improvement; Elementary Secondary Education; Information Dissemination

This guide outlines a school-improvement process to help schools develop an information system that improves services to students and their families. It looks at ways to build a leadership team that can orchestrate the work of families, school professionals, administrators, and students through the school-improvement process. It describes how to develop an information loop by generating a school profile that uses pictures, graphs, and text, all of which provide stakeholders with information about the school. The booklet also discusses how to decide on focus areas for change by analyzing the school profile, by gathering more information about a focus area, by developing target goals, and by scanning for potential resources. The text then details how to create an action cycle for each target goal. The action cycle prompts those in the school community to ask what they are trying to accomplish and how they can foster active involvement. It teaches how to scan for resources and how to get results. The guide demonstrates how to use quarterly checks to stay on track and how to develop new focus areas. The booklet closes with a series of questions on students and families, teaching and learning, community and

Chile adopted free-market principles in elementary and secondary education in 1980, and public school administration was transferred from the capital to the municipalities. The government then began financing tuition-free private schools. The text reviews the Chilean reforms in light of public-choice theory and uncovers a series of policy problems that have undermined the functioning of the Chilean system. The book discusses the Chilean reforms, presents survey data, and develops a model for the factors that contribute to success in the Chilean system. It examines the politics of reform in Chilean education and states that autonomy from interest groups permitted the military regime to impose reforms, whereas the democratic government's reform efforts stumbled against the influence of the teachers' union. The conclusion explores the implications of the study for education policy and describes the structural factors intrinsic to education that prevent a simple application of postwelfare reforms. (Contains 17 tables, an index, and approximately 145 references.) (RJM)

ED 439 497 EA 030 305

Ballou, Dale; Podgursky, Michael
Teacher Pay and Teacher Quality.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Teachers; Compensation (Remuneration); Elementary Secondary Education; *Employment Opportunities; Labor Market; Labor Needs; Teacher Education; *Teacher Effectiveness; *Teacher Salaries; Teachers

This book asks whether higher salaries have improved the quality of newly recruited teachers. It reviews data on the characteristics of beginning teachers and shows how important features of the labor market for teachers systematically undermine efforts to improve teacher quality. The text also offers a comparison of personnel policies and staffing patterns in public and private schools, focusing on national trends in teacher recruitment. It discusses ways to measure teacher quality, examines several indicators of quality, such as student achievement and principals' ratings of their staffs, and then uses these findings to assess the evidence on salary growth and teacher recruitment. It looks at what has gone wrong with teacher recruitment and offers an analysis of the operation of the teacher labor market so as to interpret findings. These results are used to review the implications for teacher recruitment of various other reforms of current interest. The text also describes the prospects for reform by examining salary differentiation and rising standards and assesses personnel policies in the private sector to see whether private schools offer a model for reforming public education. This section details teacher quality, working conditions, and compensation policies. The book concludes with a summation of its major points. (Contains an index, approximately 315 references, 12 data tables and 17 figures.) (RJM)

ED 439 498 EA 030 306

McDermott, Kathryn A.
Controlling Public Education: Localism versus Equity. Studies in Government and Public Policy.
PUB DATE- 99

versus school effectiveness, planning and the change process, planning in practice, and planning as an emotional experience. (Contains 29 references.) (RJM)

ED 439 518 EA 030 326

Ismail, Maznah
Schooling from the Perspective of a Group of Female Students.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Females; Foreign Countries; *Peer Acceptance; *Peer Influence; School Activities; Secondary Education; *Secondary School Students; Sex Role; *Student Attitudes
IDENTIFIERS- *Malaysia

Since Malaysian school children spend a considerable portion of their lives in school, whether in activities arranged for them, or interacting with peers, there is a great deal to learn about their perceptions of schooling and classroom experiences. This paper discusses the meaning of schooling to these students, particularly, how all these school experiences relate to the students' understanding of themselves and their development. This information can provide useful feedback about the teachers' instructional strategies, and the degree of agreement or lack thereof between students' interpretation of teachers' instructional behaviors and what teachers really intend. Students between the ages of 13 and 15 years from three schools wrote essays on the meaning of schooling. Three hundred essays were randomly selected for analysis, of which 100 essays written by female students were analyzed. Knowledge (getting an education) and social (friendships) themes were frequently mentioned. Schooling played an important role in instilling positive moral values, self-confidence, and self-discipline. Insights about stress and examinations are also provided. (Contains 15 references.) (DFR)

ED 439 519 EA 030 327

Lubienski, Chris
Diversification and Duplication in Charter Schools and Grant-Maintained Schools: An Exploration in the Political Economy of School Choice.
PUB DATE- 99
NOTE- 47p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Diversity (Institutional); Educational Change; *Educational Economics; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; Privatization; *School Choice
IDENTIFIERS- Grant Maintained Schools (Great Britain); *Market Systems Approach

This paper examines the political economy of charter schools to understand the tendencies toward standardization and emulation that these school exhibit. It draws on the developed model of

IDENTIFIERS- *Dysgraphia

This book describes the processing styles inherent in dyslexia and dysgraphia for teacher identification of such students and provides strategies and compensations for students with these disabilities. Strategies for dyslexia and dysgraphia are combined in this book because both of these processing differences are language-based and represent a struggle with written language. Specific chapters address: (1) similarities between dyslexia and dysgraphia; (2) characteristics and common myths about dyslexia; (3) understanding why students avoid writing and Levine's first 4 stages of writing; (4) symptoms of dyslexia; (5) symptoms of dysgraphia; (6) the diagnostic process and pencil grip positions; (7) determining whether to compensate or remediate, bypass strategies, and interventions at breakdown points; (8) phonological awareness, early literacy auditory levels, and more advanced auditory levels; (9) reading and spelling; (10) decoding and encoding figures and syllabification mnemonics; (11) spelling; (12) the writing process and remedial and bypass strategies; (13) written expression, visual organizers, proofreading, transition or linking words, key words for thinking and writing, and confusable words; and (14) strategies for recall and teaching strategies that benefit dyslexic learners. The text includes simulations to help those without disabilities understand the experiences of individuals with dyslexia and dysgraphia. (Contains 110 references.) (CR)

ED 439 540   EC 307 719

McAlonan, Susan J.; Longo, Patricia A.
A Maze To Amaze: Transition Planning for Youth with Disabilities. A Video and Manual for Constructing a Transition IEP Planning Meeting.
SPONS. AGENCY- Colorado State Dept. of Education, Denver. Special Education Services Unit.; Colorado State Univ., Ft. Collins. School of Education.
PUB DATE- 96
NOTE- 95p.; For videotape component contact the Office of Instructional Services, Colorado State University, Fort Collins, CO 80523. Tel: 970-491-1325.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Disabilities; *Individualized Education Programs; Long Range Planning; Meetings; *Parent Participation; *Parent Teacher Conferences; Secondary Education; *Student Empowerment; Student Participation; Teamwork; *Transitional Programs; Videotape Recordings
IDENTIFIERS- *Individualized Transition Plans

This manual, accompanied by a 22-minute videotape recording, provides information for constructing an Individualized Transition Plan as a component of Individualized Education Program (IEP) meetings for secondary students with disabilities. The video, based on an actual IEP meeting with a student and his parents, illustrates a meeting that focuses on transition planning. It portrays the critical attributes the process must have in student-centered planning for the future, including: a structured discussion format which supports future planning; clearly defined roles and responsibilities for the student/family in planning and implementation; an integrated process whereby professionals give assessment findings; and a evaluation/research, and the funding source. (Contains 38 references.) (CR)

ED 439 559   EC 307 738

Landau, Julia K., Ed.; Romano, Carolyn A., Ed.; Vohs, Janet R., Ed.
Every Single Student: A PEER Resource Manual on Standards-Based Education and Students with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Academic Standards; Behavior Modification; *Curriculum Design; *Disabilities; Educational Assessment; Educational Change; Educational Innovation; Educational Legislation; Elementary Secondary Education; *Equal Education; *Federal Legislation; Parent Participation; Student Participation; Transitional Programs
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This manual covers thirteen different topics relevant to the education of students with disabilities in the era of educational reform and standards-based education. Sections include: (1) "Raising Standards of Learning: and Students with and Standards-Based Education Students with Disabilities" (Janet R. Vohs, Julia K. Landau, and Carolyn Romano); (2) "Curriculum and Instruction: Key Strategies To Promote Equity and Excellence" (Cheryl M. Jorgensen); (3) "Accommodations: Examples from State Assessment Policies" (Julia K. Landau, Janet K. Vohs, and Sue Cusak); (4) "Assessment: A Key Component of Education Reform" (Martha L. Thurlow); (5) "Participation of Students with Disabilities in Education Reform: The Legal Basis" (PEER Project); (6) "Opportunity To Learn and Education Reform: Ensuring Access to Effective Education for All Students" (Kathleen B. Boundy); (7) "Section 504, the Americans with Disabilities Act, and Education Reform" (PEER Project); (8) "IDEA 1997: Improving the Education of Students with Disabilities in an Era of Education Reform" (Janet R. Vohs and Julia K. Landau); (9) "Title 1: Tools for Ensuring Quality Educational Opportunities" (Carolyn Romano); (10) "Transition in an Era of Education Reform" (Carol Tashie and Cheryl Jorgensen); (11) "Positive Behavior Supports and Functional Assessment of Behavior" (Families and Disability Newsletter); (12) "Parent Participation: Crucial to School Reform" (Barbara Buswell and Beth Schaffner); and (13) "Site Visits: Seeing Schools in Action" (Alison Seyler and Barbara E. Buswell). (CR)

ED 439 560   EC 307 739

Remmel-Gehm, Mary T.
How Does the Use of Visual Media Affect a Nonverbal Student's Communication?
PUB DATE- 97

model that involves families in the design, implementation, and evaluation of respite care. The goals of the project were: (1) to develop and implement a model of respite care that is designed, implemented, and evaluated by families; (2) to disseminate information and materials/projects to promote quality respite care and lead to the replication of the model; (3) to coordinate and promote continued support for project activities with state and local agencies/resources responsible for planning, implementing, and monitoring respite, child care, and services to children with special needs and their families; and (4) to field test a model of respite care. The model helps families learn how to find and train their own respite caregivers. Evaluation data from the demonstration and field-test sites provided evidence that the project was successful in implementing activities, increasing caregivers' knowledge and comfort, and increasing families' respite options. Appendices include the Partners Plus curriculum and training materials. (Contains 22 references.) (CR)

ED 439 579   EC 307 772

Kaye, H. Stephen
Computer and Internet Use among People with Disabilities.
  Disability Statistics Report 13.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation
  Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
  Research/Technical (143)
DESCRIPTORS- Adults; *Age Differences; *Computers; *Disabilities;
  Educational Attainment; Employment Level; Ethnic Groups;
  *Internet; National Surveys; *Racial Differences; Sex
  Differences

This report uses data on 10,480 households from the Current Population Survey to investigate computer ownership and Internet use by disability status, racial and ethnic group, and age group. Analysis indicates: (1) people with disabilities are less than half as likely as their non-disabled counterparts to have access to a computer at home; (2) almost three times as many people without disabilities have the ability to connect to the Internet at home as those with disabilities; (3) people with disabilities are far less likely than those without disabilities to make use of the Internet; (4) only one-third of non-elderly persons with work disabilities have computers in their homes, compared to more than half of those without disabilities; (5) 24.9 percent of men with disabilities own computers compared to 53.2 percent without; (6) 23 percent of women with disabilities own computers versus 50.3 percent without; (7) among employed people with work disabilities, 42.6 percent have computers and 26.4 percent use the Internet, compared to 56.9 and 44 percent of their non-disabled counterparts; and (8) within each racial and ethnic group, the rate of computer ownership is much lower when there is a disability present in the household. (CR)

ED 439 580   EC 307 812

Carr, Edward G.; Horner, Robert H.; Turnbull, Ann P.; Marquis,
  Janet G.; McLaughlin, Darlene Magito; McAtee, Michelle L.;
  Smith, Christopher E.; Ryan, Kaarin Anderson; Ruef, Michael B.;

DESCRIPTORS- *Applied Linguistics; College Students; Communicative Competence (Languages); Computer Assisted Instruction; Computer Uses In Education; *Distance Education; *English (Second Language); Foreign Countries; Higher Education; *Language Teachers; Multimedia Instruction; Second Language Instruction; Second Language Learning; *Teacher Education; Teaching Methods; Writing Instruction
IDENTIFIERS- Mexico

This paper describes and examines an experimental and innovative program at the Center for the Teaching of Foreign Languages at the National Autonomous University of Mexico to provide teacher education courses by means of distance learning. This program was undertaken in response to a scarcity of qualified language teachers. It is aimed at teachers who have at least a bachelor's degree in applied linguistics or a related field and have a reading knowledge of English. Six courses are planned: learning applied linguistics at a distance; linguistic aspects for communicative approaches; reading comprehension; language testing; introduction to applied linguistics; and writing for English teachers. All courses except for the introductory course are four months long. Distance education plays an important role in educational institutions because of its flexibility and accessibility to populations who might not otherwise be able to complete a degree or take continuing education courses. It is not quick, easy, or cheap as is widely believed. The same course taught in a classroom cannot simply be delivered via distance education; significant adjustments must be made. Teachers at both ends of the process must be involved in course planning and the learning process. The teacher/planner begins to realize the importance of learning theories in the context where the student is physically absent and where the planner must make the learning process accessible, valuable, and motivating. Four appendices, including graphics, data, and references are included. (KFT)

ED 439 602   FL 026 191

Moerk, Ernst L.
The Guided Acquisition of First Language Skills. Advances in Applied Developmental Psychology, Volume 20.
PUB DATE- 00
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Applied Linguistics; *Child Language; Cultural Differences; Epistemology; Error Correction; Expressive Language; Feedback; *Language Acquisition; Language Skills; Language Universals; Linguistic Input; Linguistic Theory; Parent Child Relationship; *Psycholinguistics; Socioeconomic Status; Sociolinguistics; Structural Linguistics; Verbal Learning

This book provides a summary of past and cutting-edge research on the acquisition of language by young children. It lends support to the behavioralist paradigm of language acquisition, namely, that maternal rewards and corrections should be integrated with perceptual, cognitive, and social learning conceptualizations in a skill-learning approach to explain the complexity of the language transmission and acquisition process. This latest work moves beyond to a more conceptual framework recognizing the complexity of the acquisition process. In providing this, a rationale is presented for the psychological sciences to seek rational integration among diverse theories, methods, and data in the field. This book is a systematic documentation regarding begin the writing process; learning change through writing; the effects of writing on the student-teacher relationship; and the uses of the Internet in writing and language education. Extensive references and author and subject indexes are included. (KFT)

ED 439 621 FL 026 216

Cyncar-Hryschuk, Markiana, Comp.; Jaremko, Helen, Comp.
Konflikty: zbirka tekstiv = Conflict: A Reader. Collage: A Ukranian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 98
NOTE- 65p.; For other documents in this series, see ED 406 843 and FL 026 216-219. Additional financial support provided by the Ukrainian Women's Association of Canada, the Ukrainian Language Education Center, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; *Cultural Education; Culture; Foreign Countries; Heritage Education; Instructional Materials; Literature; Native Language Instruction; Poetry; *Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- Alberta; *Ukrainians

This intermediate- to advanced-level reader is designed for learning Ukrainian as a native or second language. It provides a selection of short texts in modern Ukrainian, including poems, short stories, fairy tales, fables, sayings (aphorisms), and dialogs. (CNP)

ED 439 622 FL 026 217

Cyncar-Hryschuk, Markiana, Comp.; Jaremko, Helen, Comp.
Rishennia: zbirka tekstiv = Decisions: A Reader. Collage: A Ukranian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 98
NOTE- 70p.; For other documents in this series, see ED 406 843 and FL 026 216-219. Additional financial support provided by the Ukrainian Women's Association of Canada, the Ukrainian Language Education Center, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; *Cultural Education; Culture; Foreign Countries; Heritage Education; Instructional Materials; Literature; Native Language Instruction; Poetry; *Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- Alberta; *Ukrainians

This intermediate- to advanced-level reader is designed for learning Ukrainian as a native or second language. It provides a selection of short texts in modern Ukrainian, including poems, short stories, fairy tales, fables, sayings (aphorisms),

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Education Work Relationship; Higher Education; *Student Employment; *Student Evaluation; Student Experience; *Undergraduate Students

A survey was conducted to determine the effect on academic performance, if any, of employment on undergraduate college students. A questionnaire was sent to professors at 3 four-year colleges on Long Island (New York); various day classes were randomly selected. The final sample of n=257 represented approximately a 30 percent response. The completed surveys were approximately evenly distributed among the three colleges and represented a cross-section of majors and of year in college. About 35 percent were business students, and 65 percent were in arts and science, with a fairly even distribution of males and females. Thirty percent of students reported that they worked 10 hours or less per week or did not work at all; about 15 percent worked 10 to 20 hours per week; and the remaining 55 percent worked in excess of 20 hours per week. Analysis of the average grade point average (GPA) for students who worked in excess of 20 hours per week versus those who worked less than 20 hours found no meaningful difference. These findings are consistent with previous studies which indicate that neither working while attending college full-time, nor the number of hours worked, seem to have an adverse effect on a student's GPA. (RH)

ED 439 643 HE 032 662

Adam, Anthony J., Ed.
The New Era for Enrollment Management: Recruitment, Remediation, and Retention in the 21st Century. A Directory of Promising Practices, Notable and Significant Programs for Higher Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 165p.; Principal Investigators were Gerald H. Gaither, Anthony J. Harris, and Manuel R. Lujan.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Persistence; Admissions Counseling; *Affirmative Action; College Attendance; College Freshmen; College Programs; Distance Education; Educational Counseling; *Enrollment Management; *Higher Education; Outreach Programs; *Recruitment; *Remedial Programs; School Holding Power; Student Attrition; World Wide Web

This directory contains case studies which examine some of the more innovative responses to the problems presented by technological change, a more diverse and expanding student population, and increased access to institutions of higher education. While most of the programs are based at specific higher education institutions in the United States, there are entries for programs at Canadian universities and statewide initiatives. Each one-page entry has an outline of the program followed by a paragraph with contact information. Entries are organized under three headings: (1) recruitment programs, covering 43 listings, each from a different institution; at least one example is totally on-line, and another is a distance education program aimed at graduate students seeking teacher certification in deaf education; (2) remediation programs, with

School Experience Influences on the Postsecondary Education Plans of Ninth-Grade Students" (Don Hossler and Frances K. Stage); "Increasing African Americans' Participation in Higher Education: African American High School Students' Perspectives" (Kassie Freeman); "Postsecondary Education Opportunity" (Thomas G. Mortenson); "Access, Equity, and the Privatization of College Counseling" (Patricia M. McDonough, Jessica Korn, and Erika Yamasaki); and "Early Awareness of College Financial Aid: Does It Expand Choice?" (Thomas A. Flint). Appended is a list of early career and postsecondary awareness programs for middle school students, with links to recent information on-line and searchable by state and local area, and the original publication information for each article. (Most of the articles contain references.) (CH)

ED 439 661   HE 032 739

Advances in Education Research, Winter 1999.
PUB DATE- 99
NOTE- 144p.; For volume 4, Fall 1999, see HE 032 738. For volume 2, see ED 410 308.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; College Attendance; College Preparation; College Students; Compensatory Education; *Early Intervention; Educational Counseling; Educational Diagnosis; *Educational Opportunities; *Educational Research; Educationally Disadvantaged; Family Role; High Risk Students; Higher Education; Minority Groups; Outreach Programs; Post High School Guidance; Special Needs Students; Student Characteristics; Student Financial Aid; *Transitional Programs
IDENTIFIERS- *African Americans; Upward Bound

This volume presents selected articles related to the impact of early intervention programs. This is part of a two volume set designed to showcase some of the best cutting edge research in these programs. This volume focuses specifically on aspects of the programs that have proven to be most successful in helping students and meeting programmatic needs. This issue: shows why the programs are needed; describes the types of programs available; presents successful components of programs, and shows program impact data. Following an introduction by Adrianna Kezar on the importance of early intervention programs, an article by Laura W. Perna, "Early Intervention Programs: A New Approach to Increasing College Access," provides a review of all the programs, noting that two core principles of early intervention college programs are support services for academic readiness and guaranteed financial assistance. Two articles on key program elements are: "Early Education Awareness Activities: Interventions That Make Postsecondary Education a Viable Goal" (Ann S. Coles); and "Why Do Parents Become Involved in Their Children's Education?" (Kathleen V. Hoover-Dempsey and Howard M. Sandler). Articles dealing with the effects of early educational awareness include: "Do Early Educational Awareness Programs Increase the Chances of Eighth Graders Reaching Higher Education? (Daniel Mayer); "The National Evaluation of Upward Bound: Summary of First-Year Impacts and Program Opportunities" (David E. Myers and Mary T. Moore); "Toward Resiliency: At-Risk Students Who Make It to College" (Laura J. Horn and Xianglei Chen); and "Programs at Higher Education Institutions for Disadvantaged Precollege Students" (Bradford Chaney, Laurie Lewis, and Elizabeth Farris). A final selection, "Toward a Typology of Early Intervention Programs" (Robert H. Fenske, Jonathan E.

The Big6 Collection: The Best of the Big6 Newsletter.
PUB DATE- 00
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Literacy; Educational Practices; Educational Technology; Elementary Secondary Education; *Information Literacy; *Newsletters; Problem Solving; School Libraries
IDENTIFIERS- *Big Six

The Big6 is a complete approach to implementing meaningful learning and teaching of information and technology skills, essential for 21st century living. Including in-depth articles, practical tips, and explanations, this book offers a varied range of material about students and teachers, the Big6, and curriculum. The book is divided into 10 main parts: (1) Information Literacy; (2) Big6 Skills; (3) Big6 Practical Approaches: K-Adult; (4) TIPS (Teaching Information Problem Solving); (5) Assessment; (6) Teaching Aides; (7) Big6 in Action; (8) Virtual Wisdom; (9) Parent Connection; and (10) Final Notes. These parts are further subdivided into chapters that represent individual newsletters. Authors and Big6 creators Mike Eisenberg and Bob Berkowitz focus on different scopes of concern of styles or presentation, including: a comprehensive treatment of the concept of information literacy; specific guidance on Big6 integration with the real, classroom curriculum; a compilation of TIPS for each Big6 stage; creative and fun ways to present the Big6 process; a focus on assessment, one of the most asked-about aspects of the Big6; and questions and answers about the Big6. More information can be obtained on the web site: http://www.Big6.com. Directly addressing the need of libraries, classrooms, and special education areas, this collection will allow library media specialists and teachers to get immediate, practical help on the most extensively used information process model in the world. Contains an index. (AEF)

ED 439 682   IR 019 953

Millsap, Larry; Ferl, Terry Ellen
Change and Challenges in Technical Services: A Survey of Medium-Sized Libraries.
PUB DATE- 99
NOTE- 17p.; Support for this study was provided by the Librarians Association of the University of California, Santa Cruz.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Change; Higher Education; Library Personnel; Library Planning; Library Services; *Library Technical Processes; Public Libraries; Questionnaires; State Libraries

To address an abiding concern of technical services managers regarding the efficient use of staffing resources, a questionnaire was distributed to 200 heads of technical services in medium-sized libraries to ask about their operations, with 82 usable questionnaires returned from 40 public, 38 academic, and 4 state libraries. Respondents were asked for specific data regarding functions included in technical services now and 5 years ago; decreases and increases in staffing; types of changes made in the past 5 years to increase efficiency; and plans for changes in the future. They be effective and enduring, change must be implemented as a package. A core tenet of systemic change is that lasting reform comes not through any individual change but through a network of interrelated changes with effects throughout the system. Finally, educational institutions must be willing to change old assumptions about teaching and learning. Staff development, infrastructure improvements, changes in methodology, and stakeholder involvement are all necessary complements to installing the technology itself. (Contains 15 references.) (AEF)

ED 439 703   IR 020 288

Bennett, Blythe
Internet Resources for K-8 Students: Update 2000. ERIC Digest.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Resources; *Elementary School Students; Elementary Secondary Education; Information Services; Instructional Materials; Internet; Middle School Students; World Wide Web
IDENTIFIERS- ERIC Digests; Web Sites

Although there are many content-rich resource sites for elementary and middle school students on the World Wide Web, finding such sites can often be difficult. This ERIC Digest describes more than 50 K-8 curriculum related Web sites of special interest to students, teachers, parents and librarians. Sites are listed under the following categories: Collections of Sites; Art; Current Events; Health; History/Social Studies; Literature; Reference Materials Online; Science Related Sources; Search Directories for Kids; Electronic Postings for New Sites for Kids; and Books with Web Sites for Kids. (Resources and their Internet addresses are subject to change.) (AEF)

ED 439 704   IR 057 795

LaGuardia, Cheryl; Oka, Christine K.
Becoming a Library Teacher: Power Strategies for Delivering Instruction. The New Library Series, Number 3.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; *Classroom Techniques; Higher Education; Instructional Design; *Instructional Development; Librarians; *Library Instruction; *Teaching Methods
IDENTIFIERS- Teacher Librarians

This book, on the process of becoming a library teacher at the postsecondary level, is divided into two parts. Part 1, "Library Instruction as Performance," is devoted to the presentation techniques that are the basis for good instruction. Chapters in this part cover performance anxiety, taming teaching terror, preparing oneself physically, mental preparation, organizational preparation, and performance tempo.

ED 439 726 IR 057 820

Lang, Jovian P.; O'Gorman, Jack
Recommended Reference Books in Paperback. Third Edition.
PUB DATE- 00
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Information Sources; Library Collection Development; *Library Materials; *Paperback Books; *Reference Materials

Completely revised and updated from the last edition (1992), this annotated, evaluative bibliography presents more than 1,000 outstanding titles chosen for their quality, economy, and availability. Thirty-six chapters describe and judge these affordable paperbacks for libraries with limited budgets. Subject matter includes: general reference, area studies, biology, business and economics, communications/mass media, decorative arts, education, engineering, ethnic studies/anthropology, film/television, fine arts, food/beverages, genealogy/personal names, geography/travel guides, health sciences, history, horticulture, humanities, law, linguistics, literature, music, mythology/folklore/popular culture, performing arts, philosophy, political science, psychology/parapsychology, recreation/sports, religion, resource sciences, science, social sciences, sociology, statistics, demography/urban studies, transportation, and women's studies. Based loosely upon the topical organization of "American Reference Books Annual" (ARBA), this edition goes beyond general reference resources to works that address current demand for subject matter on today's headlining topics such as computer science, world religions, and alternative health. Subdivisions within each chapter make locating specific topics quick and easy. Criteria used for reference-source inclusion were threefold. Each title must: be available in paperback; be in print at the time the chapter was written; and be recommended. Another consideration was expense relevant to quality offered. An author/title index and a subject index further help locate materials. (AEF)

ED 439 727 IR 057 821

Alabama Public Library Service: Library Directory and 1998 Statistical Report.
PUB DATE- 99
NOTE- 179p.; For the 1997 Statistical Report, see IR 057 822.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Library Circulation; Library Expenditures; Library Funding; Library Networks; Library Personnel; Library Services; *Library Statistics; *Public Libraries; Statistical Data; Tables (Data)
IDENTIFIERS- *Alabama Public Library Service

This publication provides a directory of Alabama Public Library Service libraries, single-county public library systems, multi-county public library systems, and multi-type library systems, and presents a 1998 statistical report. Individual library statistics are tabulated for public library systems on: service outlets, staff, and hours; print and nonprint resources; income, in dollars and percentages; expenditures on salaries

(050)
DESCRIPTORS- Adult Education; Career Education; *Child Welfare; Community Problems; Community Programs; Community Services; National Programs; Postsecondary Education; Public Service Occupations; *Service Learning; *Youth Programs
IDENTIFIERS- *AmeriCorps

This handbook provides AmeriCorps Promise Fellows with important information about their participation in this special initiative of AmeriCorps and America's Promise--The Alliance for Youth. Section 1 is an overview of AmeriCorps, including its mission, the mission of America's Promise--The Alliance for Youth, and the role of AmeriCorps Promise Fellows. Section 2 is a history of national service in America, leading up to the establishment of AmeriCorps in 1993. Section 3 discusses the Corporation for National Service, which administers AmeriCorps. Section 4 describes rights and responsibilities of AmeriCorps Promise Fellows; lists prohibited activities; provides information about education awards, such as loan postponement or forbearance and compelling personal circumstances; and provides information on living allowances, taxes, health care and child care, AmeriCorps training, and administrative procedures. Section 5 makes suggestions for how to make service a lifetime commitment. A glossary of AmeriCorps terms is provided. (YLB)

ED 439 228   CE 079 809

Bristow, Roy D.; Anderberg, Marc
Texas School-to-Careers Student Evaluation Project: Student Perceptions of the Impact of School-to-Careers Programs, Services, and Activities on Their Post-High School Experiences. Final Report.
SPONS. AGENCY- Texas Workforce Commission, Austin.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; *Career Education; Education Work Relationship; *High School Graduates; High School Seniors; Integrated Curriculum; Learning Activities; *Outcomes of Education; Program Effectiveness; Program Implementation; School Business Relationship; *State Programs; *Student Attitudes; Vocational Education
IDENTIFIERS- *Texas

High school graduates from a self-selected group of school districts in Texas were surveyed early in the year after graduation regarding the extent to which they were engaged in activities endorsed by the state's School-to-Careers (STC) initiative during their senior year in high school. Since the STC initiative had only begun during these students' senior year, and most programs were still being planned while few were being implemented, the data gathered are regarded as baseline for comparison to successive student exit cohorts. The study did find, however, that the students surveyed generally were receptive to, and even enthusiastic about, the kinds of systemic reforms inspired by STC. For the most part, however, they were unaware of the specific school-based, work-based, and connecting activities available in their respective school districts (if, indeed, any activities had actually been implemented). Therefore, the study concluded that any positive results documented in this first-wave study should be attributed to specific programs that preceded the STC initiative. The student questionnaire and selected respondents' the participants. In evaluations submitted by the participants, more than 96 percent stated that they had acquired new concepts from the topics presented, and that they would incorporate new concepts and materials into their programs. Based on the response from the participants, future projects in the area of work force development would be considered relevant to adult literacy providers because of the rapid changes occurring both on the state and federal level. (Appendixes to the report contain workshop content, framework, and evaluation surveys.) (KC)

ED 439 246   CE 079 857

van Wieringen, Fons, Ed.; Attwell, Graham, Ed.
Vocational and Adult Education in Europe.
PUB DATE- 99
NOTE- 442p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; Adult Literacy; Adult Programs; Apprenticeships; Auto Mechanics; Comparative Analysis; Continuing Education; Cost Effectiveness; Decision Making; Delivery Systems; Distance Education; Dropouts; *Education Work Relationship; Educational Environment; Educational Needs; *Educational Policy; *Educational Practices; Educational Quality; Educational Trends; Employment Patterns; Employment Qualifications; Enrollment Trends; Evaluation Criteria; Foreign Countries; Futures (of Society); General Education; Job Skills; Job Training; Labor Market; Lifelong Learning; Literacy Education; Marketing; Needs Assessment; Outcomes of Education; Partnerships in Education; Pharmacists; Postsecond *Educational Marketing; *Europe; Learning Organizations; United States
IDENTIFIERS- *Educational Marketing; *Europe; Learning Organizations; United States

This book contains 25 papers on vocational and adult education in Europe and the United States. The following papers are included: "Vocational and Adult Education in Europe: Introduction to the Volume" (Fons van Wieringen, Graham Attwell); "Introduction to Section 1: Markets and Institutions in Vocational and Adult Education" (Fons van Wieringen); "Skills-Based Full Employment: The Latest Philosopher's Stone" (Colin Crouch); "Enhancing the Operation of Markets for Vocational Education and Training" (Harm van Lieshout); "Market and Institutional Patterns in the Development and Activities of the French Vocational Training System" (Elsa Perzonnaz, Phillipe Mehaut); "Reasons and Policies To Stimulate Lifelong Learning" (Hessel Oosterbeek); "The Future of Vocational Education and Training" (Fons van Wieringen); "Introduction to Section 2: Learning and Organisation in Vocational and Adult Education" (Graham Attwell); "Cross Cutting Themes in the Education of VET (Vocational Education and Training) Professionals in Europe" (Graham Attwell, Alan Brown); "Learning in Work Teams as a Tool for Innovation" (Jeroen Ostenk); "How the Learning Organization Evolves: Notes on Some Conceptual Issues about Learning Networks" (Massimo Tomassini); "VET Systems and Criteria for Effectiveness" (Fons van Wieringen); "Searching for Educational Quality: A Stakeholder Approach" (Jan Ax); "Introduction to Section 3: Programmes and Sectors in Vocational and Adult Education" (Graham Attwell); "Sectoral Strategies of Labour Market Reform: Emerging Evidence from the United States" (Laura Dresser, Joel Rogers); "Evaluation and Decision Making in Swedish Adult Education" (Asa Sohlman); "Role of Distance Learning in Achieving Lifelong

Differentials; Sex Bias; Sex Differences; *Sex Discrimination; Sex Fairness; Small Businesses; *Success; Technical Occupations; Trend Analysis; World Wide Web
IDENTIFIERS- *Germany

This document contains eight articles from German newspapers that feature women who have achieved career success in very diverse economic sectors, while simultaneously highlighting the discrimination and other problems (including lower income, fewer promotions to executive positions, and smaller pensions) that many other German women continue to encounter in the workplace. The following articles are included: "Introduction" (Simone Denise Battenfeld); "A Woman Helps Small to Medium-Sized Businesses" (Margarete Pauli); "A Woman as Cathedral Building Supervisor in Cologne; Barbara Schock-Werner from Nuremburg Convinced the Churchmen with Her Unusual Qualifications" (Birgit Matuscheck-Labitzke); "Seafaring--Women Still Have a Tough Time" (Die Welt); "A Marharaja Encouraged Her" (Fritz Riedl); "Women Push Their Way into Independence; Women Company Founders on Course to Success--Fewer Bankruptcies" (Rocco Thiede); "Few Women Have the Say in the Cyberworld; Women Have Only a Meagre Seven Percent Share of Top Positions in the Multimedia Branch--The Message: Get Involved Online" (Ina Honicke); and "On Small Waves to the Top; Duisburg Mathematician Gerlind Plonka Develops Process To Compress Big Image Files" (Charlotte Kerner). Concluding the document are 65 addresses of organizations that work on issues related to equality of women and men. (MN)

ED 439 265   CE 079 889

Schexnayder, Deanna T.; Olson, Jerome A.; Schroeder, Daniel G.; Betsinger, Alicia M.; Sim, Shao-Chee
Achieving Change for Texans. Evaluation. Net Impacts through December 1997. Revised.
SPONS. AGENCY- Texas State Dept. of Human Services, Austin.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Client Characteristics (Human Services); Comparative Analysis; Demonstration Programs; Education Work Relationship; Employment Patterns; Outcomes of Education; Program Effectiveness; *Welfare Recipients; Welfare Services
IDENTIFIERS- Impact Studies; Temporary Assistance for Needy Families; Texas; *Welfare to Work Programs

Achieving Change for Texans (ACT) was a demonstration program designed to help participants achieve independence from welfare through employment, training, temporary assistance, and support services. The ACT included the following four primary components: Time-Limited and Transitional Benefits (TL); Responsibilities, Employment, and Resources (RER); Incentives to Achieve Independence; and Temporary Assistance for Needy Families (TANF) One-Time Payments. At some RER sites (called Choice sites), welfare recipients agreed to a combination of RER and time limit provisions in return for an extra 6 months of transitional Medicaid and child care services. In June 1996-December 1997, a total of 39,116 welfare cases were assigned to either the control or experimental groups for one of the ACT components. Each component's early impacts were evaluated through a process evaluation, impact evaluation, and follow-up interviews. Very few differences in outcomes between the experimental and control groups were observed for the TL

TAAS objectives and proficiency, bibliography, and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

ED 439 282 CE 079 927

Individual and Family Life. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 99
NOTE- 303p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Employment Potential; Family Life; *Family Life Education; Family Relationship; *Family Work Relationship; High Schools; *Home Economics; *Individual Development; Instructional Materials; *Interpersonal Relationship; Learning Activities; State Programs; Statewide Planning; Stress Management; Teaching Guides
IDENTIFIERS- Texas

This instructional guide for a one-half-credit technical course for grades 10-12 focuses on personal development, interpersonal relationships, effective individual and family functioning, and career preparation. Introductory materials consist of a course description; overview of course design; facilities, equipment, and resources; and a section on how to use the guide. Texas Essential Knowledge and Skills for Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance in the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates that creative techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-connections experiences; blended activities; creative ideas; TAAS objectives and proficiency; bibliography; and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

ED 439 283 CE 079 928

Hays, Tricia
Nutrition and Food Science. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 99
NOTE- 345p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Consumer Science; Cooking Instruction; Food; Food Standards; *Foods Instruction; High Schools; *Home Economics; Learning Activities; *Nutrition

requirements for this group into recent legislation. As a result of the Vocational Training Act, public centers offer training in several trades each year to accommodate the training needs of persons with disabilities, as well as sponsoring training programs offered by private centers, vocational schools, and other organizations. The government is now starting an employment security program to combine vocational training, employment services, and unemployment subsidies for persons with disabilities, with a goal of helping them to reach full employment. A voucher program has been started to make the training more flexible. Efforts to help persons with disabilities need to include motivation and encouragement of these persons. The elements of a successful vocational program include planning, design, implementation, and evaluation. Well-planned and well-designed vocational training programs for persons with disabilities lead to successful employment outcomes. (Contains 13 references.) (KC)

ED 439 301   CE 080 000

Welch, Nancy
Job Linkages Review: Promise and Challenge.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adults; Career Development; Career Guidance; *Employment Programs; *Employment Services; Job Placement; Job Training; Program Descriptions; Program Effectiveness; Program Evaluation; Program Improvement
IDENTIFIERS- Arizona (Phoenix)

In 1996, the City of Phoenix Enterprise Community Job Linkages Initiative sought to increase employment by matching local people with local jobs. Evaluation of the second project at Friendly House found that Friendly House, during the 18 months of the grant, increased residents' employability skills and linked them with Enterprise Community employers through the following seven services: job readiness training, introduction to computers, case management, support services, job placement assistance, and follow-up at 30, 60, 90, and 120 days after employment. Of 51 people who began working, 65 percent completed the retention period. It was estimated that program participants earned a total of approximately $367,000 during the pilot period. Fifty-eight percent of participants said that the program was excellent; the remaining 42 percent rated it as good. Women outnumbered men in the program, and 85 percent of the participants were Hispanic. More than half were 21 to 34 years of age. Approximately 75 percent were single, divorced, or separated, and many were single parents. The report concludes that if community groups want to increase employment, they must be prepared for a complex, demanding effort. (Included in the report are an executive summary; recommendations; and discussions on: the importance of matching people and jobs; conveying a sense of caring and personal support; the stresses caused by the "numbers" orientation of performance contracting; and program development issues such as using technology, creating alliances, addressing language barriers, and creating a continuum of services.) (KB)

ED 439 302   CG 029 558

Neale, Michael; Sadow, Dolly; Ward, Mark; Mang, Michelle; Morooney, Mark; Simpson, John requires integration, either explicitly in a theoretical or methodological context or at an implicit functional level. This paper proposes an integrative model that is constructed to help train the beginning counselor, as well as more experienced counselors and therapists, to utilize the essential elements of the process, and to apply a flexible and relevant repertoire of skills to formulate appropriate responses. The model identifies the integrated conditions of the therapeutic process that need to be systematically accounted for to create change, and a bridging mechanism to connect specific process skills to the desired therapeutic change objectives. The mechanism for this change is mediated learning experience (MLE). The paper argues that integrating MLE criteria with the dimensions of the counseling process holds promise of enabling counselors to better understand therapeutic interactions, and to plan appropriate responses and interventions in a systematic and effective manner. (JDM)

ED 439 323 CG 029 891

Hipple, John
Music Performance Anxiety: An Overview of Technological Advances in Therapy, Psychopharmacology & Bio-Feedback.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Behavior Modification; Biofeedback; *Cognitive Restructuring; Counseling; *Counseling Techniques; Music; *Musicians; Self Evaluation (Individuals)

Incidence of anxiety among musicians has been investigated mostly among classical players and music students. This paper determines that any intervention requires a comprehensive understanding of the primary problem. The presentation of music performance anxiety varies from individual to individual with many possible sources of origin as well as focus. It states that many performers, especially students, are anxious because they are not adequately prepared by the time of the performance. Counselors can help performers examine whether they are mislabeling preparation anxiety with performance anxiety. One intervention known to help is talking through the decision-making process of becoming and sustaining a musician. Many anxious performers engage in a wide range of negative thought or self talk patterns. Various forms of biofeedback have been utilized in the treatment of anxiety. The cognitive-behavioral approaches reportedly are more effective in the long run than using medication. The paper concludes that from a practical standpoint there is merit in attacking the symptoms first, often with medication, and then tying together the pedagogical assistance and psychological approaches. (JDM)

ED 439 324 CG 029 892

Umali, Conchita U.
Pastoral Care in Assumption College: Its Concept and Practice.
PUB DATE- 97
NOTE- 6p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.

were given the "Needs for Counseling Questionnaire." The results indicated that students' perceived eight items as most important in motivating them to seek help. They were: (1) courses, credits, and internship information; (2) career decision-making skills; (3) special training for a specific job; (4) work adjustment; (5) courses taking; (6) job training and license exam information; (7) report writing; and (8) future job alternatives. Five of the eight items are career problems that indicate students need more help in this area. It concludes that students' help seeking behaviors were different for different types of problems. For personal problems, the way of individual counseling was preferred. For career problems, information providing was the popular method, while for academic problems, both individual counseling and information providing were preferred. (JDM)

ED 439 345   CG 029 916

Soong, Cecilia
Worldview and Counseling: Perceptions of Singaporean Students.
PUB DATE- 97
NOTE- 6p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; Counseling Theories; Foreign Countries; High School Students; High Schools; Social Cognition; *Student Attitudes; *World Views
IDENTIFIERS- Singapore

This paper examines the worldviews of Singapore students, comprised of Chinese, Malays, and Indians, and explores students' perceptions of and preference for counseling approaches. A modified version of Ibrahim and Kahn's Scale to Assess World Views (1994) was used to assess 970 Secondary Four students' worldviews with the independent variables being gender, age, ethnic group, religion, course of study, academic stream, home language, and socio-economic status. It states that people's worldview influences the kind of counseling they seek. This was evident from the quantitative data that determined that most students' worldview was optimistic and they preferred a relational approach to counseling. The client-centered approach was preferred, with its emphasis on trust-building, respect, and relationship development. Task orientation is reflective of the pessimistic worldview and was found to be the secondary worldview of students. Students with this worldview preferred a more structured approach to counseling such as the cognitive approach. (JDM)

ED 439 346   CG 029 917

Chiou, Hawjeng
Integration of the Resources of the Guidance and Counseling via Internet: Development of the "Guidance Network System (GNS)" in Taiwan.
PUB DATE- 97
NOTE- 10p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(150)
DESCRIPTORS- Acculturation; *Adolescent Development; Adolescents; *At Risk Persons; Behavior Theories; Counseling; *Cultural Pluralism; Dreams; Elementary Secondary Education; Intervention; *Navajo (Nation)
IDENTIFIERS- Maslow (Abraham); Prayer; *Transpersonal Psychology

As the Navajo nation undergoes rapid assimilation and modernization, counseling needs of the Navajo children have changed in ways similar to counseling needs in developing or "Eastern Block" nations. An adolescent sub-culture, full of at-risk behaviors, is epidemic worldwide. The paper states that a multicultural perspective can provide part of the answer. Abraham Maslow's Transpersonal Psychology can provide both a multicultural and spiritual approach to support clients on their journey towards a better future. It suggests that what is needed is an approach to consciously and deliberately foster self-actualization in the midst of adversity, and Transpersonal Psychology is a tool to accomplish this. Some methods and tools from Transpersonal Psychology include dream work, meditation/relaxation, affirmations, simple rituals, prayer, and therapeutic touch. (JDM)

ED 439 368   CG 029 943

Skelton, Doris
Counselors as the Foundation of Global Change.
PUB DATE- 98
NOTE- 8p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31,1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Counselors; Cultural Pluralism; *Curriculum Development; Cybernetics; *Global Approach; *Graduate Students; Higher Education; *International Communication; Needs Assessment

This paper reports on a qualitative research project based on a needs assessment of counselor training as well as a review of relevant literature. It presents a STAR* Model (*Student Training and Achievement Re-envisioned), four ways to propose changes in a counselor education graduate program that will encompass needed changes while not taking away more time from students. The four approaches for change in counselor preparation are: curriculum enhancement; professional development school; international professional development; and cyberspace. The goals are to better train counselors so they will have a firm foundation to develop diversity awareness and responsibility through a transformed worldview. It concludes that this process can lead to acceptance of the richness of global differences which can provide an expanded perspective for solving problems, engaging in creative projects, reaping the benefits of collaboration and research, and implementing global change. (Contains 11 references.) (JDM)

ED 439 369   CG 029 944

Tam, Wai-Cheong Carl; Shiah, Yung-Jong; Chiang, Shih-Kuang
The Separation-Individuation Process and Culture: A Study on Taiwan's College Students.
PUB DATE- 98
NOTE- 7p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century

K-3.
PUB DATE- 99
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Beginning Reading; *Books; Childrens Literature; Classroom Environment; Classroom Techniques; Primary Education; *Reading Achievement; *Reading Instruction; *Reading Material Selection; Reading Skills; *Student Evaluation; Word Recognition
IDENTIFIERS- *Guided Reading Procedure; Reading Management

Created with the input of hundreds of early literacy teachers, this book compiles 7,500 caption books, natural language texts, series books, and children's literature for kindergarten through grade 3. The books are organized by both title and level of difficulty. Word counts are provided for most books to assist teachers as they take running records. It also includes helpful descriptions of a leveled book collection and how best to use it. There is information on using running records and benchmark books for assessment, as well as equivalence charts that compare this list to others. After an introduction, chapters in the book are: (1) "Matching Books to Readers in a Balanced Literacy Program"; (2) "The Role of Leveled Books within an Effective Literacy Program"; (3) "A Leveled Book Collection"; (4) "Understanding Leveled Collections and Reading Systems"; (5) "Using Leveled Books in a Guided Reading Program"; (6) "Getting Started: Creating a Classroom Collection"; (7) "Getting Started: Creating and Using a School Book Room"; (8) "Acquiring Books: Book Clubs, Gifts, and Cost-Effective Planning"; (9) "Acquiring More Books: A Practical Guide for Writing Grant Proposals"; and (10) "How To Use this Book List." Appendixes contain an evaluation response for text gradient; a 33-item list of book publishers/distributors; and the book list. (RS)

ED 439 390 CS 013 902

Fisher, Douglas; Lapp, Diane; Flood, James
Technology & Literacy: Is There a Positive Relationship?
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Internet; *Literacy; Literature Reviews; Performance Based Assessment; *Portfolios (Background Materials); *Writing Instruction
IDENTIFIERS- *Electronic Portfolios

As computers become an integral part of classrooms, educators need to determine if there are uses of computers that are supported by research. Recent research has examined uses of technology in the classroom for writing instruction, electronic literacy environment, and electronic portfolios. Results of these studies on writing instruction indicate that technology helps children to focus on content rather than mechanics; encourages the production of more and better developed essays; and reduces the drudgery of editing. Research also demonstrates that accessing electronic literacy environments produces: increased specialized vocabulary and coherence; wide-ranging possibilities for communication and expression; and improved mechanics of writing. In terms of electronic portfolios, reading development and academic achievement. Most important was how these schools distributed their resources within the school. They made sure students of all ability levels received high quality instruction that accommodated differences in students' abilities, and they provided support programs that gave opportunities for additional instruction. (Contains 40 notes, 8 tables of data, and 25 references.) (NKA)

ED 439 411   CS 013 930

Botel, Morton; Luna, Cathy; Broderick, Conne
Toward Teaching/Learning/Assessment Reform: A Five Year Exploration of Using Written Retellings as a Congruent Dimension of an Integrative Literacy Curriculum.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Education; Integrated Curriculum; *Literacy; Longitudinal Studies; Performance Based Assessment; *Professional Development; Qualitative Research; Statistical Analysis
IDENTIFIERS- *Curriculum Implementation; *Retelling

As a dimension of a total school reform initiative, the Delcroft School faculty, committed to a more integrative literacy curriculum, implemented a proposed framework to align teaching/learning/assessment. The staff was already committed to implementing the integrative curriculum framework of the Pennsylvania Department of Education, and the new framework would enable the Delcroft teachers to work through a dynamic process to develop a more authentic curriculum-sensitive assessment system using written retellings. This report documents the qualitative process and quantitative outcomes of the effort. An appendix contains the framework. (Contains 2 tables of data and 21 references.) (Author/NKA)

ED 439 412   CS 013 931

Manset, Genevieve; St. John, Edward P.; Simmons, Ada; Michael, Robert; Bardzell, Jeffrey; Hodges, Dodi; Jacob, Stacy; Gordon, David
Indiana's Early Literacy Intervention Grant Program Impact Study for 1998-99.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 00
NOTE- 127p.; For the 1997-1998 impact study, see CS 013 904.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Case Studies; *Early Intervention; Educational Improvement; Educational Research; *Emergent Literacy; Grants; *High Risk Students; Primary Education; *Public Schools
IDENTIFIERS- Impact Studies; *Indiana; Reading Recovery Projects

In 1997, the Indiana Department of Education began implementing the Early Literacy Intervention Grant Program (ELIGP), designed to assist schools in their efforts to raise the reading proficiency of students most at risk for reading failures. This report summarizes a study of the impact of ELIGP on schools in the second year of funding, 1998-99. This impact study replicates the study completed in the first year of ELIGP knowledge around family literacy programming. According to the report, the strategy calls for the development of a checklist to identify the scope of skills and knowledge involved in family literacy programming and provide a better way for communities to assess their strengths and training needs. It also calls for the development of training models and well-developed, plain language resource models. (NKA)

ED 439 433   CS 217 044

Yates, Robert; Kenkel, Jim
We're Prescriptivists. Isn't Everyone?
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Conference of the National Council of Teachers of English Assembly for the Teaching of English Grammar (10th, Somerville, New Jersey, July 16-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Diagnostic Teaching; Elementary Secondary Education; *English Instruction; *English Teachers; *Grammar; Higher Education; *Language Standardization; *Language Variation; Student Educational Objectives
IDENTIFIERS- Historical Background; Linguists

Noting that the National Council of Teachers of English Assembly for the Teaching of English Grammar is working towards formulating national goals for grammar instruction at all levels of schooling, this paper explores what teaching English grammar is all about. The paper contends that, acknowledge it or not, English teachers are engaged in a prescriptivist enterprise. It also finds that linguists, educated in a tradition which prides itself in being empirical and scientific, find it easy to look down on prescriptive rules and the unaccountable importance which the lay public attaches to them. The paper discusses the historical motivation for standardization, which began with the advent of printing, and considers the ideas of the American structural linguists in the 20th century. It also looks at some recent arguments which appear to deny much value for a Standard. The paper describes the "iron fist" type of prescriptivism and the "velvet glove" type of prescriptivism. It concludes by illustrating the insecurities experienced by an ordinary, educated speaker of English in the face of the realities of sociolinguistic variation and proposes that the goal of teachers of English grammar should be that all students consciously know the most important principles of Standard English. (Contains 14 references.) (NKA)

ED 439 434   CS 217 045

Lizardi, Luis O.
A Connectionist Approach to Language Acquisition.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behaviorism; *Cognitive Psychology; Elementary Secondary Education; *Language Acquisition; Linguistic Input; Models
IDENTIFIERS- *Connectionism

voices to the complex, deep, and important issues for the 21st century. "Yes" or "No" responses to the following seven great debates will serve to build the basic principles of what media literacy will become over the next few years: (1) Does media literacy protect kids? (2) Does media literacy require student media production activities? (3) Should media literacy have a popular culture bias? (4) Should media literacy have a stronger ideological agenda? (5) Can media literacy ever reach large numbers of students in K-12 American schools? (6) Should media literacy initiatives be supported financially by media organizations? and (7) Is media literacy best understood as simply a means to an end? (NKA)

ED 439 455   CS 510 265

Waxwood, Vincenne A.
The Multicultural Factor in Making Decisions.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the International Listening Association (21st, Virginia Beach, VA, March 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Decision Making; Foreign Students; Higher Education; *Intercultural Communication; *Listening; *Non Western Civilization

This paper summarizes a south Asian custom of decision-making and a western custom of decision-making. It then describes by example the meeting of these customs, based on traditional philosophies (one supporting an entire family group, the other leaving a person to function individually and independently), when a newcomer (an Indian male graduate student) from the family-oriented philosophy enters a host culture of the individual and independent philosophy. Finally, the paper highlights approaches which newcomers and hosts can make to adapt to the other culture by listening to the meaning of the spirit of the other. (Contains 32 references.) (Author/RS)

ED 439 456   CS 510 267

ten Have, Paul
Doing Conversation Analysis: A Practical Guide.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Communication Research; Data Analysis; *Discourse Analysis; Higher Education; *Research Methodology; Writing for Publication
IDENTIFIERS- *Conversation

Noting that conversation analysis (CA) has developed into one of the major methods of analyzing speech in the disciplines of communications, linguistics, anthropology and sociology, this book demonstrates in a practical way how to become a conversation analyst. As well as providing an overall introduction to the approach, it focuses on the theoretical, methodological and practical aspects of doing CA research.

culture, and systems thinking and doing. (RJM)

ED 439 477 EA 030 214

Wolverton, Mimi
The School Superintendency: Male Bastion or Equal Opportunity?
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary
  Education; Females; Instructional Leadership; Occupational
  Clusters; *Sex Discrimination; *Superintendents; *Women
  Administrators
IDENTIFIERS- *Washington

This paper outlines the basic tenets of occupational segregation. It examines Washington State's school labor markets, paying particular attention to where and in what proportions women participate. It questions, based on the state's track record, whether leadership roles in school districts remain male bastions, or whether they offer equal opportunities for women. It focuses on occupational segregation and how gender-based segregation occurs when women's work can be clearly distinguished from men's occupations and when concentrations of men and women appear at different levels in workplace hierarchies. Of the state's 289 school superintendents, 42, or 14 percent, are women. By district size, 43 percent of all female superintendents work in districts with 10 to 245 students. Larger districts, however, appear to have a strict occupational hierarchy in place. Although women fill 98 percent of all office and clerical positions in schools and provide schools with 93 percent of their aides, their numbers decline precipitously when the gender makeup of vice-principal and principal slots are considered. Men still control the vast majority of key leadership positions; the participation of women diminishes the higher up occupational hierarchy one moves. Furthermore, since men are most likely to head the largest districts, their salaries are typically higher than those of women. (MKW)

ED 439 478 EA 030 274

Safe and Orderly Schools.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; Educational Administration;
  Elementary Secondary Education; Partnerships in Education;
  Program Development; Safety Education; *School Safety; *School
  Security; Training
IDENTIFIERS- North Carolina

This skills packet is part of the North Carolina Helping Education in Low-Performing Schools effort. This initiative helps educators establish ties with technical-assistance partners who can facilitate school-improvement efforts. The skills packet, which was designed to be delivered by a skilled trainer, focuses on school safety. The 11 activities are divided into 4 sections: (1) defining a safe school and the

NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizen Participation; *Consolidated Schools; *Decentralization; Elementary Secondary Education; *Equal Education; Governance; Parent Participation; *Public Education; Public Schools; *School Desegregation; *School District Autonomy
IDENTIFIERS- *Connecticut

The school choice movement, the "Sheff v O'Neill" desegregation suit, Connecticut's integration and equal opportunity planning, and Jonathan Kozol's "Savage Inequalities" raise questions about the meaning of equality in the context of public education and its possible conflict with liberty and choice. The work analyzes participation in school governance in the city of New Haven and in three high-, middle-, and low-income suburbs to investigate typical high and low parent involvement. Citizen involvement need not always reinforce inequality, but existing local-control institutions structure participation to produce inequity, partly because standards of deference to expertise and school boards' desire to agree in public greatly constrain the governance role of ordinary citizens. Urban schools have become the alternative of last resort for people without options. This is a constraint on freedom and is one of the effects of a public education system of local control that forces a needless choice between democracy and equality. A centralization of resource allocation with decentralization of school governance will enhance both educational equity and citizen participation, and would balance democracy with equality. (Contains chapter notes and an 18-page bibliography.) (DFR)

ED 439 499   EA 030 307

El Titulo IX y La Discriminacion por Sexo (Title IX and Sex Discrimination).
PUB DATE- 00
NOTE- 7p.; For previous versions in English, see ED 423 613 and ED 396 458.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights; Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; *Equal Education; Federal Legislation; Government Publications; Grievance Procedures; Higher Education; Nondiscriminatory Education; *Sex Discrimination; Sex Fairness
IDENTIFIERS- *Title IX Education Amendments 1972

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. This brochure outlines the responsibilities of education programs and activities covered by Title IX, the responsibilities of the Office for Civil Rights (OCR) in enforcing Title IX, and the procedures for filing a discrimination complaint with OCR. The brochure contains contact information for filing complaints and obtaining additional information. (MKW)

ED 439 500   EA 030 308

Perie, Marianne; Sherman, Joel D.; Phillips, Gabriele; Riggan, Matthew; Snyder, Thomas D.
Elementary and Secondary Education: An International Perspective.

grant-maintained schools in the United Kingdom as an example of the market model's evolution in mass education. It analyzes the promise of such approaches to explore reformers' underlying assumptions and thus offers a window into perspectives that have driven these prolific reforms. The paper contrasts the emerging evidence with the public promises of reformers and contrasts these with the disappointing lack of diversification of options for education consumers. It states that widespread and controversial reforms in education across the globe entailed the introduction of market mechanisms of consumer choice and competition among providers in mass education. The text explores the promise of choice plans and charter schools, the effects of competition, and the reaction to uniformity. It concludes that there is a standardizing tendency inherent in markets that both accompanies and counteracts the potential for diversification that competitive markets can generate. The paper claims that market-oriented reformers generally ignore the constraining properties of competitive markets in their discussion of the potential effects of competition in education. (Contains approximately 225 references.) (RJM)

ED 439 520   EA 030 328

Scribner, Jay Paredes; Madrone, Tara R.; Hager, Douglas
The Role of Principals in Fostering Professional Community.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (UCEA) (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Educational Environment; Elementary Secondary Education; *Instructional Leadership; *Principals; *School Culture
IDENTIFIERS- *Professional Community

This study uses the professional community as an organizing metaphor of schools and traces its relationship to principal leadership practices. It asks the following questions: (a) How does a principal create, foster, and support professional community? (b) How does leadership or existing organizational culture aid or impede attainment of school cultures that reflect the characteristics of professional community? (c) In what ways may the concept of professional community be further strengthened to enhance its usefulness to school leaders? The paper explores professional community and educational leadership in three interrelated ways: (1) it clarifies emerging concepts about, and relations between, leadership and professional communities within two urban high schools; (2) it critically juxtaposes these concepts and their relationship against recent literature; and (3) it uses a historical backdrop to determine where this exploration might go in the future. The moral here is that school metaphors (the way we "do" school) and how we structure the relationships and ideas of our lives are all interrelated. (Contains 42 references.) (DFR)

ED 439 521   EA 030 329

Freeman, Eric
Community as Incentive in the Formation of Charter Schools.
PUB DATE- 99

belief system which encourages and supports the current and future success of the student. In the video, the parents exhibit the hopes and fears a family experiences when a student is preparing to transition out of high school, which is designed to assist teachers in preparing appropriate response strategies for families. The manual provides background information on transition, legal requirements, how to shift the IEP process toward transition, and the entire IEP transition planning process. Activities and examples are included to assist planning teams in developing an IEP process that reflects transition and empowerment. Planning forms are also provided. (CR)

ED 439 541 EC 307 720

Parette, Howard P.; VanBiervliet, Alan
Culture, Families, and Augmentative and Alternative Communication (AAC) Impact: A Multimedia Instructional Program for Related Services Personnel and Family Members. Executive Summary and Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assistive Devices (for Disabled); Audiovisual Instruction; *Augmentative and Alternative Communication; Children; *Communication Disorders; Computer Assisted Instruction; Cultural Awareness; *Cultural Differences; Decision Making; Diversity (Student); Elementary Secondary Education; *Evaluation Criteria; Family Role; Focus Groups; Multimedia Instruction; Selection; *Severe Disabilities; Staff Role
IDENTIFIERS- *Related Services

This report details the outcomes of a project designed to develop decision-making strategies and materials related to the prescription of augmentative and alternative communication (AAC) devices for children with disabilities. The project resulted in the development of the first interactive, bilingual CD-ROM designed to be used by related services personnel, vendors, and family members from diverse cultures to develop competencies that assist in effective AAC decision-making. Instructional materials were developed to provide information and multimedia vignettes designed to sensitize related services personnel to child, AAC device, family/social, cultural, and system issues prior to the selection and use of AAC devices, provide structured procedures and checklists to use during the planning, implementation, and evaluation of AAC devices. Multimedia vignettes also provide simulated practice in the use of the procedures. These interactive materials will enable service providers to make the most appropriate decision about the prescription of AAC devices while balancing child, AAC device, family, cultural, and system resource considerations. The report includes a description of the different phases of the project, findings from family and professional focus groups that led to the development of the interactive materials, and information on project dissemination. (Contains over 150 references.) (Author/CR)

ED 439 542 EC 307 721

NOTE- 66p.; M.S. Thesis, St. Norbert College.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistive Devices (for Disabled); *Augmentative and Alternative Communication; *Cerebral Palsy; Cognitive Ability; *Communication Aids (for Disabled); Communication Skills; *Computers; Elementary Secondary Education; Evaluation Methods; *Self Concept; Severe Disabilities; *Visual Stimuli

This report discusses the outcomes of a study that investigated how visual media would affect the communication skills of a 13-year-old nonverbal girl with cerebral palsy and whether the use of visual media would provide documentation of higher cognitive functioning. For the study, the subject used three different tools to add visual information to her interactions: a videocamera, a digital camera, and a communication device that uses line drawing and has a dynamic display. Before and after the applications of the three tools, three types of information were selected to measure the effects of the visual media on the student's self-concept and communication: a self-concept inventory completed by the student, staff members, peers, and family members; anecdotal records of current and novel information the student communicated; and an SDS analysis of the anecdotal records. Linguistic analyses of those records were completed. Results found that access to visual media made a significant difference in the student's ability to communicate and that access to the control of the medium was important to her. The interactive nature of the visuals on the communication device appeared to engage her cognitively, and her perception of herself changed as a result of her access to visual media. Appendices include evaluation instruments. (Contains 78 references, 9 figures, and 6 tables.) (CR)

ED 439 561 EC 307 740

Chambers, A. C.
Has Technology Been Considered? A Guide for IEP Teams. CASE/TAM Assistive Technology Policy and Practice Series.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Decision Making; *Disabilities; Educational Legislation; Elementary Secondary Education; *Evaluation Methods; *Federal Legislation; Handwriting; *Individualized Education Programs; Mathematics Instruction; Policy Formation; Reading Strategies; School Responsibility; *Student Needs; Teamwork; Writing Strategies

This guide compiles information essential to a working knowledge of assistive technology for children with disabilities. It addresses the definition of assistive technology and provides information on laws which direct the provision of assistive technology. The manual provides a framework to guide the Individualized Education Program (IEP) team as they consider the use of assistive technology with a child who has exceptional education needs. Steps in consideration include: (1) review what the child should be able to do and is unable to do because of a disability; (2) review what has been tried to meet the need; (3) decide whether current intervention is

Doolabh, Ajit; Braddock, David, Ed.
Positive Behavior Support for People with Developmental Disabilities: A Research Synthesis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 119p.; Portions of this paper were presented at the annual meeting of the American Association on Mental Retardation, New York, May 1997.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Behavior Modification; Classroom Techniques; Demography; Elementary Secondary Education; *Environmental Influences; Intervention; Outcomes of Treatment; *Positive Reinforcement; Program Evaluation; *Research Utilization; Theory Practice Relationship
IDENTIFIERS- *Functional Behavioral Assessment; *Positive Behavioral Support

This book, prepared in response to a request from the United States Department of Education, Office of Special Education Programs, reviews the published literature on positive behavior interventions and uses this database to provide four main content areas for research. Positive behavior support (PBS) is defined as an approach for dealing with problem behavior that focuses on the remediation of deficient contexts (such as environmental conditions and/or behavioral repertoires) that by functional assessment are documented to be the source of the problem. The research published on PBS between 1985 and 1996 (n=107 articles) was reviewed with respect to four categories of variables: demographics, assessment practices, intervention strategies, and outcomes. Results indicated that: (1) PBS is widely applicable to people with serious problem behavior; (2) the field is growing rapidly overall, but especially in the use of assessment and in interventions that focus on correcting environmental deficiencies; (3) using stringent criteria of success, PBS is effective in reducing problem behavior in one-half to two-thirds of cases; (4) success rates nearly double when intervention is based on a prior functional assessment; and (5) consumer needs that emphasize comprehensive lifestyle support, long-term change, practicality and relevance, and direct support for consumers themselves are inadequately addressed by the research base. Recommendations are made for bridging the research-to-practice gap. (Contains more than 300 references.) (Author/CR)

ED 439 581 EF 005 401

Stoneham, Jane
Grounds for Sharing: A Guide to Developing Special School Sites.
PUB DATE- 96
NOTE- 90p.; Colored photographs may not reproduce clearly. Support provided by The Post Office (UK), the Equitable Charitable Trust, The Fregnal Trust, and BBC Children in Need.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; Guidelines; *Landscaping; Public Schools; *Special Needs Students; *Student

the learnability and teachability of language, with conclusions and recommendations grounded in careful observations and data. Great attention is paid to the epistemological contexts in which the research is carried out. Chapter titles include: "Broader Perspectives on Language Acquisition Research and Its Epistemological Contexts"; "Sequential Analyses in the Exploration of L1 Acquisition"; "Input and Rehearsal Frequencies as Diacritical Criteria of L1 Acquisition Theories"; "Fine Tuning in Communication and Language Training"; "Verbal Input and Verbal Learning as a Function of Lower SES Membership"; "Cultural Differences in Verbal Mother-Child Interactions and Filial Language Acquisition"; and "Evaluative Retrospect and Prospect." (KFT)

ED 439 603 FL 026 192

Hardison, Debra M.
TESOL Students as Teachers and Colleagues: Integrating Theory, Research, Methods, and Practicum in Professional Development.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Communicative Competence (Languages); *English (Second Language); Graduate Students; Graduate Study; Grammar; Higher Education; Linguistic Theory; Pragmatics; *Professional Development; Second Language Instruction; Second Language Learning; Speech Acts; *Teacher Education; *Teacher Student Relationship

This paper describes a teacher education program that integrates second language acquisition theory and research with language teaching methods, practical issues, and the development of collegiality in a cooperative professor-student approach. Although not all theoretical approaches may find direct application in the classroom, many have informed language teachers. This discussion draws from specific examples of the contribution of theory and research to the raising of awareness of graduate students as pre- and early-service teachers in the English-as-a-Second-Language (ESL) classes they conduct for international students as a part of their practical training. For example, research studies make them aware of the importance of the development of pragmatic as well as grammatical competence for second language learners, so speech acts in the target language are included in syllabi. Discussions they hold as graduate students develop into the sharing of ideas as teaching colleagues in weekly meetings where collegiality becomes an important part of their professional development. The strength of this program design lies in the multiple roles played by participants. (Contains 31 references and a list of suggested readings.) (KFT)

ED 439 604 FL 026 193

Serdiukov, Peter; Tarnopolsky, Oleg
EFL Teachers' Professional Development: A Concept, a Model, and Tools.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; College Students; Computer Assisted Instruction; Computer Uses In Education; *Distance Education;

and dialogs. (CNP)

ED 439 623 FL 026 218

Cyncar-Hryschuk, Markiana, Comp.; Jaremko, Helen, Comp.
Nadzvychaini liudy, nadzvychaini podii: zbirka tekstiv = Deeds and Doers: A Reader. Collage: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 98
NOTE- 75p.; For other documents in this series, see ED 406 843 and FL 026 216-219. Additional financial support provided by the Ukrainian Women's Association of Canada, the Ukrainian Language Education Center, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; *Cultural Education; Culture; Ethnic Groups; Foreign Countries; Heritage Education; Instructional Materials; Literature; Native Language Instruction; Poetry; *Reading Materials; Second Language Instruction; Second Language Learning; Short Stories; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- Alberta; *Ukrainians

This intermediate- to advanced-level reader is designed for learning Ukrainian as a native or second language. It provides a selection of short texts in modern Ukrainian, including poems, short stories, fairy tales, fables, sayings (aphorisms), and dialogs. (CNP)

ED 439 624 FL 026 219

Cyncar-Hryschuk, Markiana; Boruszczak, Bohdan, Comp.; Ginda, Audry, Comp.; Sywenky, Iryna, Comp.
Metodychni porady do zbirok tekstiv u serii "Koliazh 1" = Methodological Suggestions for the Readers in the "Collage 1" Series. Collage: A Ukrainian Language Development Series.
SPONS. AGENCY- Alberta Learning, Edmonton. Language Services Branch.
PUB DATE- 98
NOTE- 17p.; For other documents in this series, see ED 406 843 and FL 026 216-219. Additional financial support provided by the Ukrainian Women's Association of Canada, the Ukrainian Language Education Center, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Background; *Cultural Education; Culture; Foreign Countries; Heritage Education; Instructional Materials; Literature; Native Language Instruction; *Reading Materials; Second Language Instruction; Second Language Learning; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- Alberta; *Ukrainians

This guide is designed for learning Ukrainian as a native or second language. The guide accompanies four intermediate- to

50 listings, including on-line and Web-based examples; (3) retention programs, with 56 listings, many aimed at first-year students, with at least one Web site program, as well as a program serving the needs of the lesbian and gay population. (Contains 27 references.) (RH)

ED 439 644 HE 032 718

Weerts, David J.
Understanding Differences in State Support for Higher Education: A Comparative Study of State Appropriations for Research I Universities. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 79p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; *Educational Finance; Educational Research; *Federal Aid; Financial Support; *Governance; Government School Relationship; *Higher Education; Outreach Programs; Regression (Statistics); School Support; *State Aid; State Colleges; *State Federal Aid; State Government; State Surveys; State Universities; Statistical Analysis
IDENTIFIERS- *ASHE Annual Meeting; Community Service

This study sought to identify factors that explained variations in state support for higher education during the 1990s, particularly in view of declining federal support and greater pressure on states to fund other programs. The literature points to a complex array of factors that shape state budgets for colleges and universities. These include: economic and demographic factors (per capita taxes/income, population, unemployment rate, number of college age residents, number of public and private universities, and per capita expenditures on education, health care, and corrections); political influences; the governance structure; state culture and educational policy; and institutional characteristics and strategies (total full-time enrollment, tuition and fees, and campus expenditures on instruction, research, and public service). Fifty-nine public research I universities were sampled. Cross-case and multiple regression analysis mutually supported three main factors to explain the differences in unrestricted state support for research universities: (1) campus commitment to outreach and public service; (2) strength of the higher education governance system with a single governance system more likely to receive higher assistance than those with coordinating board systems; and (3) extent of gubernatorial and legislative support. Appended are a list of the institutions, data sources, statistical tables, and the interview protocol. (Contains 40 references.) (RW)

ED 439 645 HE 032 719

Sandler, Martin E.
A Structural Model of Student Integration, Finances, Behavior, and Career Development: An Elaborated Framework of Attitudes and Persistence. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English

Keller, and Gil F. Irwin) deals with future research. The original publication information for each article is appended at the end. (Most of the articles contain references.) (CH)

ED 439 662 HE 032 740

Mulvey, Patrick J.
Initial Employment Report, 1998: Follow-Up of 1997 Physics and Astronomy Degree Recipients. AIP Report.
PUB DATE- 99
NOTE- 14p.; For the 1998 Physics and Astronomy report, see HE 032 741.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Astronomy; Bachelors Degrees; Doctoral Degrees; *Education Work Relationship; *Employment Experience; *Employment Statistics; Enrollment Trends; *Graduate Study; Higher Education; Masters Degrees; Occupational Information; *Outcomes of Education; *Physics
IDENTIFIERS- American Institute of Physics

This report follows up the employment status of 1997 physics and astronomy degree recipients. The report notes that: (1) only 2 percent of 1997 doctoral degree recipients were unemployed in the winter of 1998; this is down from a recent high of 6 percent for the class of 1993; (2) half of new physics Ph.D.s in the class of 1997 accepted permanent positions; a majority of these positions were in the industrial sector; (3) the majority of new Ph.D.s employed in permanent positions expressed the view that they were working in an area that was not primarily physics based; in contrast, the majority of new Ph.D.s in postdoctoral and other temporary positions were employed primarily in physics; (4) more than half of students leaving with master's degrees entered the work force, 62 percent of these were employed in industry, and 75 percent view their positions as related to physics; (5) half of all 1997 bachelor's degree recipients enrolled in graduate school, with the majority entering a physics graduate program; and (6) over 95 percent of physics bachelor's degree recipients entering graduate school received research assistantships, teaching assistantships, or fellowships. Tables and figures summarize the data. (CH)

ED 439 663 HE 032 741

Neuschatz, Michael; Mulvey, Patrick J.; Nicholson, Starr
Physics and Astronomy Senior Report: Class of 1998. AIP Report.
PUB DATE- 99
NOTE- 10p.; For the initial follow-up on the 1997 report, see HE 032 740.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Astronomy; Bachelors Degrees; Doctoral Degrees; *Education Work Relationship; Employment Experience; *Employment Statistics; Enrollment Trends; Graduate Study; Higher Education; Occupational Information; *Outcomes of Education; *Physics; *Undergraduate Study
IDENTIFIERS- American Institute of Physics

This report provides data on students earning physics and astronomy bachelor's degrees for the 1997-98 academic year. The report notes that: (1) after many years of steady decline, the were also given the opportunity to describe situations not covered by the answer choices presented in the questionnaire. Survey results suggest that funding reductions in technical services are the cause of staffing decreases and may often serve as the primary catalyst for efforts to increase efficiency. On the other hand, technical services staffing increases generally come with the advent of new facilities, new automated systems, and an increase in book budgets. There appears to be no conspicuous trend in organizational change beyond the merging of cataloging and acquisition functions. Two major technical service projects in the past 5 years have brought heightened focus on outsourcing as a solution to budget and efficiency problems. The questionnaire is appended. (AEF)

ED 439 683 IR 019 954

Single, Peg Boyle; Muller, Carol B.
Electronic Mentoring: Issues To Advance Research and Practice.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the International Mentoring Association (12th, Atlanta, GA, April 15-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Oriented Programs; Interprofessional Relationship; *Mentors; Program Development; Telecommunications; Training

E-mentoring is the merger of mentoring with electronic communications and has been termed telementoring, cybermentoring, or virtual mentoring. By leveraging the growth in information technology, electronic mentoring provides opportunities for mentoring prohibited by face-to-face mentoring programs. Yet, the ease with which e-mentoring programs can be developed may belie the planning, administration, and resources required to make them successful. Because of the physical distance between program developers and participants, the temptation is great to match mentors with proteges but then provide little in the way of coaching, training, and follow-up. This paper defines e-mentoring and structured e-mentoring programs, identifies their promise, and highlights some potential pitfalls. It then suggests a model for conducting structured mentoring programs and applies this model to the e-mentoring format. In the process of applying this model, open research questions that pertain to e-mentoring are identified. (Contains 18 references.) (Author/AEF)

ED 439 684 IR 019 955

Riley, Richard W.
Seventh Annual State of American Education Address: "Setting New Expectations," Southern High School, Durham, North Carolina. Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley.
PUB DATE- 00
NOTE- 45p.; For full text: http://www.ed.gov/Speeches/02-2000/000222.html. To view the archived video: http://www.connectlive.com/events/deptedu .
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

Part 2, "Composing Classes," discusses approaches to library classes themselves. The chapters in this part address a philosophy of library instruction, preparing the class outline, interaction versus structure, classroom dynamics, and learning from teaching. A concluding chapter is entitled "What Every Successful Teacher Knows." Contains an index. (MES)

ED 439 705 IR 057 796

Hudspeth, Jean; Shurden, Lynn Fletcher
Mississippi Magic: Summer Library Program, 1999.
PUB DATE- 99
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Libraries; *Childrens Literature; Elementary Education; Handicrafts; *Library Services; Preschool Education; Public Libraries; *Reading Programs; State Programs; *Summer Programs
IDENTIFIERS- Mississippi

This manual for the 1999 Mississippi summer library program for preschool through elementary age children contains the following sections: (1) Introduction, including planning, promotional activities, sample radio spots and press releases, sample letters to parents, tips for including children with disabilities, a general bibliography, a Mississippi resources bibliography, selected promotional resources, supply sources, craft recipes, t-shirt iron-ons, and an evaluation form; (2) Resources for Challenged Children; (3) Bibliography, including preschool titles, lower elementary fiction, lower elementary nonfiction, upper elementary fiction, and upper elementary nonfiction; (4) Displays and Promotions; (5) Preschool Programs; (6) Elementary Programs; (7) Activities, Games, and Coloring Sheets; and (8) Crafts. The appendix includes a list of Mississippi summer library programs, clip art, and activity sheets. (MES)

ED 439 706 IR 057 797

Vastine, Jim
Library and Information Skills Workbook.
PUB DATE- 00
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Assignments; Dewey Decimal Classification; Electronic Libraries; Higher Education; *Information Skills; *Library Instruction; Library of Congress Classification; Library Services; Online Catalogs; Reference Materials; Search Strategies; Workbooks; World Wide Web
IDENTIFIERS- Superintendent of Documents Classification; University of South Florida

This workbook for a library and information skills course at the University of South Florida (USF), Tampa campus, contains the following sections: (1) syllabus; (2) tentative course outline; (3) statement of the course goal, general objectives, and objectives related to LC (Library of Congress) classification and the online catalog, dictionaries and encyclopedias, indexes and materials, in dollars; other expenditures, in dollars; and service (circulation and reference and programs). Library rankings are also given by the following: staffing levels; total volumes; total circulation; total income; total expenditures; local per capita; and total per capita. (AEF)

ED 439 728 IR 057 822

Alabama Public Library Service: Library Directory and 1997 Statistical Report.
PUB DATE- 98
NOTE- 177p.; For the Alabama Public Library Service: 1997 Annual Report, see IR 057 823.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Library Circulation; Library Expenditures; Library Funding; Library Networks; Library Personnel; Library Services; *Library Statistics; *Public Libraries; Statistical Data; Tables (Data)
IDENTIFIERS- *Alabama Public Library Service
This publication provides a directory of Alabama Public Library Service public libraries, single-county public library systems, multi-county public library systems, and multi-type library systems, and presents a 1997 statistical report. Individual library statistics are tabulated for public library systems on: service outlets, staff, and hours; print and nonprint resources; income percentages; expenditures on salaries, materials, and other expenditures; and service (circulation and reference and programs). Library rankings are also given by the following: staffing levels; total volumes; total circulation; total income; total expenditures; local per capita; and total per capita. (AEF)

ED 439 729 IR 057 823

Alabama Public Library Service: 1997 Annual Report.
PUB DATE- 98
NOTE- 9p.; For the Alabama Public Library Service: Library Directory and 1997 Statistical Report, see IR 057 822.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Automation; Library Funding; Library Planning; *Library Services; Library Statistics; Library Technical Processes; *Public Libraries; State Aid; State Programs; Statistical Data
IDENTIFIERS- *Alabama Public Library Service
The Alabama Public Library Service (APLS) serves the information needs of Alabama public libraries. As a state agency, APLS is charged with improving library services throughout the state to ensure that all citizens have access to quality library and information services. The agency is responsible for receiving and administering federal and state funds for more than 200 public libraries in Alabama. This document summarizes programs and services of the Alabama Public Library Service for fiscal year 1997. Information is reported under the following categories: Evaluation and Research; Information Services; Networking, Development and Planning Division; Division for the Blind and Physically Handicapped; Automation Services; Technical Services; and Finances. State aid totals for the libraries are presented. The Executive Board members for

report cards are appended. (Contains 20 references.) (KC)

ED 439 229 CE 079 814

Integrated Project Reports, 1997. A Collection of Integrated Projects Designed by Maryland Educators and Business Partners.
PUB DATE- 97
NOTE- 96p.; Title at head of text: Career Connections. Work Session on Blended Instruction. Integrated Project Reports.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Career Education; English Instruction; Higher Education; *Integrated Curriculum; Learning Activities; Mathematics Skills; Partnerships in Education; Postsecondary Education; *School Business Relationship; Science Instruction; Social Studies; *Student Projects; Vocational Education; *Vocational Interests

This publication is a collection of 45 integrated project plans developed by teams of secondary academic and career and technology teachers, school administrators, industry partners, and postsecondary educators over 3 different meetings in 1997. The projects all center on linking at least one academic discipline (English, mathematics, science, and social studies) and one of three career clusters (manufacturing, engineering technology; health and biosciences; and environmental, agricultural, and natural resources). They integrate the High School Core Learning Goals in English, mathematics, science, and social studies, Skills for Success, and industry skill standards. The projects are also designed to: (1) increase the academic achievement and technical skills of students; (2) provide challenging assignments and activities that interest and motivate students to use high-level academic and technical skills; and (3) provide curriculum that supports the career cluster framework by linking academic content to career interests and real-world applications. Each project plan consists of: academic discipline and career cluster; activities list; academic and industry skill standards addressed; resources and materials; expectations of students, including final product; roles of participating teachers; linkages to industry; timeline; and assessment strategies. A sample of project titles are Wellness Assessment; Students Problem Solve Legal, Ethical, Medical, Personal, and Social Issues; Effective Bacterial Screening Procedures; Modular House Design Team Project; and Designing a Sports Drink for a New Era. (YLB)

ED 439 230 CE 079 822

Career & Life Planning Portfolio Resource Book. Activities To Accompany the South Dakota Career and Life Planning Portfolio, 1999-2000.
PUB DATE- 99
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; *Career Planning; *Education Work Relationship; Elementary Secondary Education; Employment Potential; Integrated Curriculum; Job Skills; Learning Activities; *Portfolios (Background Materials); *Student Educational Objectives; Student Evaluation
IDENTIFIERS- South Dakota

Learning for Community Pharmacists" (Lindsey Bagley); "Bridging the Gap between Education and Work: The Balance between Core Curriculum and Vocationalism in Swedish Recurrent Education" (Kenneth Abrahamsson); "Forming an Educational Policy That Meets Practical Needs: The Case of Greek Auto Mechanics" (Nikitas Patiniotis, Dimitris Stavroulakis); "Introduction to Section 4: Returns and Outcomes of Vocational and Adult Education" (Fons van Wieringen); "Enterprise Related Training: A Survey" (Wim Groot); "Participation of SMEs' (Small and Medium Enterprises) Employees in Continuing Training in the Alentejo Region" (Eduardo Figueira); "Returns of Labour Market Training under Conditions of Recession: An Individual Trainee Point of View" (Iiris Mikkonen); "Outcomes of Vocational Education/Training versus General Education: Results from the German Contribution to the International Adult Literacy Survey" (Rainer H. Lehmann, Rainer Peek); and "Functional Literacy Skills of School Leavers in Flanders" (D. Van Damme, L. Van de Poele, E. Verhasselt). (MN)

ED 439 247 CE 079 860

The Rent Event. Leader's Guide and Member's Manual.
PUB DATE- 00
NOTE- 135p.; Guide is a revision of Publication 356-129 (1988), Virginia Cooperative Extension Service, Virginia Tech and Virginia State, Virginia's Land Grant Universities. Prepared by Robert J. Thee and Sandra K. Rawls. Updated by Robert J. Thee and Jan Scholl.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Agricultural Education; Daily Living Skills; *Decision Making; Guides; *Home Furnishings; Home Management; *Housing; Instructional Materials; Learning Activities; Money Management; Vocational Education; *Youth Programs
IDENTIFIERS- Leasing; *Rent; *4 H Programs

The leader's guide and member's manual are presented for a 4-H project designed primarily for older teens, ages 16-19, the group most likely to need information on how to rent their first "home away from home." The member's manual is divided into 10 sections, with each section covering a particular aspect of the rental process. It guides the learner through the decision-making process of finding, selecting, furnishing, and maintaining an apartment; helps the learner understand the basic terms of a lease and the things to watch out for in a lease; provides guidelines for selecting an apartment and explains the costs of renting; suggests inexpensive ways to furnish an apartment; gives basic information on caring for and maintaining an apartment; and lists pointers on selecting a roommate. Sections 2-10 contain objectives; information; glossary; and activities. The leader's guide provides an introduction to the project and to working with youth; an explanation of the activities; some possible modifications; guidelines for carrying out the project; answers to questions; and additional teaching materials needed. Two games that group members can make themselves are included. A video is available separately. (YLB)

ED 439 248 CE 079 862

component. However, it appeared that the combination of RER and time limit provisions in the RER Choices experiment may be causing a statistically significant number of experimental group caretakers to leave and remain off TANF rolls in the early months of the experiment. (Twenty-four tables/figures are included. A technical appendix and additional statistical impacts are appended.) (MN)

ED 439 266 CE 079 891

O'Shea, Daniel P.; Betsinger, Alicia M.; King, Christopher T.
Successful Career Progression: Exploratory Findings from a Study of Selected Occupations.
SPONS. AGENCY- Texas Workforce Commission, Austin.; Texas State Occupational Information Coordinating Committee, Austin.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Allied Health Personnel; Auto Body Repairers; *Career Development; *Career Education; *Career Ladders; Continuing Education; Dental Hygienists; *Education Work Relationship; Educational Needs; Educational Opportunities; Electronic Technicians; Employment Level; *Employment Patterns; Employment Practices; *Employment Qualifications; Entry Workers; Fringe Benefits; Income; Influences; Interviews; Job Performance; Managerial Occupations; Medical Laboratory Assistants; Nurses; Outcomes of Education; Physical Therapists; Plumbing; Questionnaires; Role of Education; Social Workers; Success; Work Attitudes
IDENTIFIERS- Correctional Officers; *Texas (Austin)

A study examined the career progression of individuals in the following occupations: registered nurse; physical therapist; medical laboratory technologist; paramedic; ranked corrections officer; dental hygienist; electronic technician; pipefitter/plumber; social worker; and auto body shop manager. Researchers conducted face-to-face interviews in the Austin, Texas, metropolitan area with 5-10 individuals in each occupation. Participants were identified and recruited through professional or employer associations, training or educational providers, and personal referrals. One half of the respondents entered their occupation directly at the apex position. Little more than one-third began their careers at the identified entry occupation. Success appeared to be associated with continuous education and training, persistence in the occupational field, and hard work. Persistence was associated with truly enjoying the work, income opportunities, and employment benefits. Higher degree expectations appeared to be becoming the norm for most of the occupations studied. Employers commonly provided continuous training opportunities on the job to keep their work force viable and/or maintain licensure. Seniority played virtually no role in promotions. Career advancement was associated with ability, experience, and education. The study confirmed the importance of continuous training and higher education in today's labor market. (The interview guide and contact strategies for the Career Pathways Project are appended.) (MN)

ED 439 267 CE 079 895

Carney, Thomas Q., Ed.; Luedtke, Jacqueline R., Ed.; Johnson, Jeffrey A., Ed.

Instruction; Student Organizations; Student Projects; Teaching Guides; Teaching Methods
IDENTIFIERS- Future Homemakers of America; *Texas Essential Knowledge and Skills

This teaching guide for a high school nutrition and food science course, includes introductory information about the course, course design, facilities and equipment, Future Homemakers of America, and use of the guide. The course addresses nutrition and food science from the perspective of food habits and wellness; menu planning; special dietary needs; food costs and budgeting; consumer food-buying strategies; food safety and sanitation procedures; food labels; technology implications; and food handling, storage, and preparation practices. The guide's introductory section is followed by a list of the Texas Essential Knowledge and Skills (TEKS) for Home Economics Education and a section that provides suggestions for teaching the course in a block plan. The fourth section provides instructional strategies for teaching the TEKS in nutrition and food science, while the sections thereafter provide an overview of supervised career-connections experiences, blended activities, creative ideas for teaching the course, and 119 teaching aids keyed to the TEKS. (Contains 60 references.) (KC)

ED 439 284 CE 079 929

Personal and Family Development. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 99
NOTE- 601p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Consumer Education; Curriculum Guides; Family Life; *Family Life Education; Family Relationship; High Schools; *Home Economics; *Home Economics Skills; Home Furnishings; *Home Management; Housing; *Individual Development; Instructional Materials; Learning Activities; State Programs; Statewide Planning; Teaching Guides
IDENTIFIERS- Texas

This instructional guide for a one-credit comprehensive laboratory course for grades 9-12 provides a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Introductory materials consist of a course description; overview of course design; facilities, equipment, and resources; and a section on how to use the guide. Texas Essential Knowledge and Skills for Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance in the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates that creative techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-

Is There a Place for Psychology in Assertive Community Treatment?
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Conference of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Health Services; *Cooperation; *Interdisciplinary Approach; *Mental Health; Program Effectiveness; *Psychologists
IDENTIFIERS- Veterans Administration

The locus of mental health care for individuals with severe and persistent mental illness continues to shift from inpatient units to outpatient and community services. Among community-based approaches, assertive community treatment (ACT) teams have demonstrated clinical and cost effectiveness in state and federal public systems. However, public sector psychologists are underrepresented on the ACT teams. This paper identifies some contributing factors and potential solutions for the current situation from the perspective of five Veterans Administration psychologists. Participants provide rationale for inclusion of psychologists on ACT teams, clarify their role with respect to clients and treatment teams, and review disincentives and benefits of psychologist participation in multi-disciplinary community services. Symposium topics include: (1) identification of reasons why psychologists are needed on ACT teams; (2) an outline of some contributions psychologists can make to the care of people with serious mental illness; (3) a description of psychologists' approaches to case management services for clients in the community; (4) highlights of the psychologist's clinical role with respect to the ACT team; and (5) discussion of some of the barriers and rewards for psychologist participation. (Contains 19 references.) (JDM)

ED 439 303 CG 029 816

Lum, Christie
Federal Information Resources for Professional Counselors. A Sourcebook of Free and Low-Cost Resources To Support and Enrich Your Work as a Professional Counselor.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Acquired Immune Deficiency Syndrome; Adoption; Career Development; *Counseling; Family Violence; *Federal Government; *Government Publications; Mental Health; *Public Education; Substance Abuse
IDENTIFIERS- American Counseling Association

This publication is a sourcebook of free and low-cost resources to support the work of professional counselors. The information includes: (1) synthesis of current research, statistics, and research reports; (2) background material about current and emerging policy issues; (3) information about model programs and policies; (4) materials and resources that may be used in school guidance and counseling programs; and (5) educational pamphlets and brochures for office waiting rooms. Resource

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Counseling; *Counseling Services; Foreign Countries;
Individual Needs
IDENTIFIERS- *Pastoral Counseling; Philippines

This paper argues that the individual and personalized approach of pastoral care in schools demands the total involvement of school administration, personnel, curriculum, and programs. Pastoral care is delivered through the various opportunities for contact between the teacher and student on a more informal basis and is in a non-academic setting. Group work is the main focus. It involves open communication, educational and career guidance, and parental involvement in their children's education. The paper describes the aims of pastoral care in the Assumption context, which includes a building stage, development of self-discipline, encouragement phase, and helping with academic and interrelationship problems. Pastoral care is delivered through campus ministry, student counseling services, and the academic curriculum. It states that this comprehensive approach will assist in the learning process, serve the goals of achieving academic excellence of an all-rounded kind, and respect the gradual development and growth of young people. (JDM)

ED 430 325 CG 029 893

Guodong, Wang
The Homeroom Teacher's Role in Psychological Counseling at School.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the
International Conference on Counseling in the 21st Century
(6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Counseling; Elementary Education; Elementary School
Students; Elementary School Teachers; Foreign Countries;
Student Needs; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- China; *Homerooms

Today in China it is the homeroom teacher who plays the important role in psychological counseling. This paper discusses the development of homeroom teachers and the many roles they take on in schools. It states that the homeroom teacher is a leader, organizer, and manager who is the main person to carry on the national educational policy, the educational and teaching plan for the school, the link of the home to the school, and promote student development. The paper lists the requirements for the homeroom teachers, their objectives, and responsibilities. Responsibilities related to psychological counseling include moral education, understanding and helping students who lag behind, guidance of student learning, guidance of personal relationships, guidance of psychological problems, guidance of physical and health problems, and guidance of careers and future education. Some of the methods used by homeroom teachers include one-on-one counseling, class meetings, group discussion, lectures, and visiting with families. It summarizes that the homeroom teacher system makes it possible for teachers to know more about their students and provides ways to solve problems in a timely manner. (JDM)

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Planning; Elementary Secondary Education; Foreign Countries; *Guidance Programs; Higher Education; National Programs; Program Development; *School Counseling
IDENTIFIERS- Taiwan

This paper discusses the efforts of the Taiwan government to establish a more comprehensive and effective guidance program for Taiwan's youth. It lists the six components involved in the development of this program, and describes several projects that have evolved out of this effort. The core of the "Six Year Project of School Guidance Work" was the establishment of school counseling and guidance work from elementary schools through to universities. The "Youth Guidance Project" is an extension of the "Six-Year Project." It hopes to improve on the guidance program by: (1) offering more activities for students; (2) making the whole program more effective by merging forces of all teachers and administrators; and (3) having more resources available by integrating resources from a variety of areas and campuses. The "Guidance Network System" is the computer system used to link all of Taiwan's schools and provides the central guidance database. There is hope that Internet technology holds a promising future for guidance and counseling workers. (JDM)

ED 439 347 CG 029 918

Coy, Doris Rhea; Minor, Carole W.
Technology and the School Counselor.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century. (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Elementary Secondary Education; *Information Technology; *Internet; Peer Groups; *School Counseling; *School Counselors; Students; Technology

School counselors have a whole network of information available to them in their work with students and parents. This paper lists information in seven areas concerning technology and school counselors that can be applied in their work. The areas include definition of terms, peer assistants, software programs, the Internet, popular tools for searching the Web, the price of technology, and references that relate to technology and school counseling. (JDM)

ED 439 348 CG 029 920

Wang, Gongbin
Keep Mental Health by Art Recreation.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

(7th, Sydney, Australia, December 29-31,1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Chinese Culture; College Students; Cultural Differences; Foreign Countries; Higher Education; Individual Development; *Student Adjustment; *Student Behavior; *Western Civilization
IDENTIFIERS- Separation (Psychology); *Taiwan

The separation-individuation process of individuals is mediated by cultural factors of the society to which the individuals belong. Since the Chinese culture emphasizes collectivism rather than the individualism of Western culture, it is believed that there are differences in the separation-individuation process of individuals between the two cultures. A questionnaire was administered to 487 Taiwan college students using the Separation-Individuation Process Inventory, and the Chinese Lai's Personality Inventory, which can discriminate maladjusted college students from the well-adjusted ones. The results indicate that in spite of the mean score of the sample being higher than that of the American counterparts, most of the Taiwan subjects were well-adjusted to college life without significant psychological or interpersonal problems. It argues that the separation-individuation process of the Taiwan college students is mediated by the Chinese culture that has a different value system from the Western culture. The research also suggests that this could have an impact on the counseling process which involves Chinese clients. (Contains 35 references.) (JDM)

ED 439 370 CG 029 945

Yang, Julia
Understanding Worldviews: Global and Postmodern Perspectives.
PUB DATE- 98
NOTE- 10p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; *Cross Cultural Studies; *Cultural Pluralism; Ethnic Groups; Foreign Countries; Models; Postmodernism; *World Views
IDENTIFIERS- Kluckhohn Inventory; Universalism

World views were postulated in the 1960s as five value orientations which are universal human existential issues to which individuals from different cultural backgrounds may have different solutions. While the Kluchhohn and Strodtbeck framework has made a significant contribution towards measuring cultural differences, it has limitations for studying within-group and between-group patterns of cultural similarities and differences. This paper presents theoretical speculations as well as research findings using worldviews as cultural and psychological variables for cross-cultural comparisons. It reviews selected worldview studies and attempts to find valid information from inconsistent comparative data via traditional scientific rationality. Its findings suggest that background factors affecting worldview are gender, religion, education, marital status, and modernity. It concludes that what can be of benefit from the research findings may not be what is present studies demonstrate that they encourage students to align their school work with performance standards; provide an opportunity for students to share their literacy development with others; increase knowledge of technology; and improve literacy overall. With support, teachers can add powerful computing tools to the host of instructional strategies they use to engage students in meaningful instruction. (Contains 22 references.) (RS)

ED 439 391 CS 013 903

St. John, Edward P.; Bardzell, Jeffrey S.
Improving Early Reading and Literacy: A Guide for Developing Research-Based Programs.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 99
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; *Early Intervention; *Emergent Literacy; Primary Education; Program Development; Program Evaluation; Questionnaires
IDENTIFIERS- Critical Literacy; Learning Environments

This guide is designed to help school communities make good choices about early literacy intervention. The guide distinguishes between "reading" (a process of learning to decode and comprehend texts) and a broader concept of "literacy" that includes understanding of the value of language and reading (emergent literacy), the ability to write making proper use of the English language (composition), and the ability to read for understanding across topics (critical literacy). Part I provides an overview of different types of research-based reading reforms, focusing on the ways their designs relate to the general body of theory and research on early reading and literacy. It describes a diverse array of research-based approaches to intervention to improve early reading and literacy. Part I also provides a framework for assessing early interventions and uses the framework to provide a summative review of six different types of interventions: Pre-kindergarten, Kindergarten, Pullout, Classroom-wide, School-wide, and Inquiry-based. Part II provides guidance for assessing the learning environment that can set the stage for planning for early interventions. It considers: assessing current practice, setting a new direction, designing an intervention, and assessing impact. Each section contains contact information and references on early reading/literacy intervention and about different intervention methods. An appendix contains a sample early reading and literacy classroom survey. (Contains 53 references and 15 figures.) (NKA)

ED 439 392 CS 013 904

Manset, Genevieve; St. John, Edward P.; Simmons, Ada; Michael, Robert; Bardzell, Jeffrey; Hodges, Dodi; Jacob, Stacy; Gordon, David
Indiana's Early Literacy Intervention Grant Program Impact Study for 1997-98.
PUB DATE- 99
NOTE- 167p.; Prepared for the Indiana State Department of Education.
LANGUAGE- English

funding (1997-98) and includes: an analysis of the impact of ELIGP, focusing on changes in early reading and literacy programs that resulted from the ELIGP funding; a select group of case studies that illustrate the role of ELIGP in the school improvement process; an analysis of the impact of funding on the numbers of students completing Reading Recovery, referred to special education, and retained; and a summary of findings (which were consistent with the first year impact study) and recommendations for enhancement of ongoing efforts to improve early reading and literacy in Indiana. The report notes that approximately $3.3 million was allocated in 1998-99 through competitive grants to districts or elementary schools and that funds supported early literacy programs in 289 schools across the state of Indiana. Appendixes list funded projects for 1998-99, present the survey instrument, and describe features of early literacy intervention. (Contains 19 references, 25 tables, and 5 figures.) (NKA)

ED 439 413 CS 013 932

Student Performance in Reading Comprehension, Grade 3, Reading and Writing, Grade 4, and Reading and Writing, Grade 7, Spring 1999. Colorado Student Assessment Program. Annual Report to the Colorado Assembly.
PUB DATE- 00
NOTE- 98p.; For the Spring 1998 report, see ED 426 350.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Grade 3; Grade 4; Grade 7; *Public Schools; *Reading Achievement; *Reading Comprehension; *State Standards; Tables (Data); *Writing Achievement
IDENTIFIERS- *Colorado; Colorado Student Assessment Program
This report provides policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's third, fourth, and seventh grade students relative to the State Model Content Standards in third grade Reading Comprehension, fourth grade Reading and Writing, and seventh grade Reading and Writing. The report should raise awareness of the status of public education in Colorado as the public schools continue in their efforts to implement standards-based education reform statewide. These assessments should contribute to the evaluative process of assessing the strengths and gaps in Colorado public education in these content areas, and provide information for planning and improving instruction and delivery of educational services. The report is presented in five parts: Part 1 summarizes student performance in third grade Reading Comprehension; Part 2 summarizes student performance in fourth grade Reading; Part 3 summarizes student performance in fourth grade Writing; Part 4 summarizes student performance in seventh grade Reading; and Part 5 summarizes student performance in seventh grade Writing. Appendixes contain the Colorado Student Assessment Program Performance Level Descriptors for grade 3 reading, grade 4 reading, and grade 4 writing. (Contains 45 tables and 5 figures.) (NKA)

ED 439 414 CS 013 933

Hall, John; Hayward, Louise
Taking a Closer Look at Reading and Writing. Education 5-14, English Language Diagnostic Procedures.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.

This paper attempts to synthesize how biological-nativist theories emerged as a response to logical and empirical flaws in behaviorist learning theories, and how in turn, recent research findings in Developmental Cognitive Neuroscience and Connectionist models of language acquisition are questioning the present innatist framework. As a result of this questioning, a reconceptualization of the term innateness have been proposed by a group of scientists on the grounds that the issue of "the grammar gene" has kept investigators looking on the wrong places for answers to language acquisition. On the other hand, looking at language acquisition issues from a Developmental Cognitive Neuroscience perspective supported by Connectionist data have provided researchers with a fresh outlook. It is now theorized that: (1) language acquisition is a product of the biologically endowed architectural structures of neural networks that are able to store environmental input; (2) linguistic input is stored in long term memory depending on statistical frequencies; and (3) language production is the result, not of genes, but of the problem of transferring multidimensional representations of thought into a linear (monodimensional) string of words. (Contains 12 references.) (Author/RS)

ED 439 435   CS 217 046

Tatsuki, Donna Hurst
South African English: A New Voice of Freedom.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Foreign Countries; Language Research; *Nonstandard Dialects; *Regional Dialects
IDENTIFIERS- *English (South African)

In this paper, a case study describes the lexis, phonology, grammar, and syntax of a speaker of South African English (SAE) and shows how these elements differ from those of a General American English (GAE) speaker. The subject was a 32-year-old female speaker of SAE, and that although she is a bilingual speaker of English and Afrikaans, English was her first language. The paper outlines the research methodology and indicates results. It then discusses the historical, social, and linguistic factors that have contributed to these language variation differences. It ends with some suggestions for learners trying to cope with other varieties of English--an important point since most pedagogical materials prepare learners to comprehend standard varieties of English yet do little to help learners understand the majority of the world's speakers of English. An appendix gives the transcription notation and transcripts for 6 episodes. (Contains 4 tables of data and 16 references.) (NKA)

ED 439 436   CS 217 047

Baker, Kim; McDermott, Peter
Provocative and Powerful Children's Literature--Developing Teacher Knowledge and Acceptance of Ethnic and Cultural Diversity.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Illustrated with detailed examples of actual recordings of interactional talk in ordinary settings, the book also includes practical exercises and further reading lists. Chapters in Part 1 (Considering CA) are: (1) Introducing the CA Paradigm; (2) Three Exemplary Studies; and (3) Ideas and Evidence in CA Research. Chapters in Part 2 (Producing Data) are: (4) Collecting/Producing Recordings; and (5) Transcribing Talk-in-Interaction. Chapters in Part 3 (Analyzing Data) are: (6) Analytic Strategies; and (7) Elaborating the Analysis. Chapters in Part 4 (Sharing Data, Ideas, and Findings) are: (8) Applied CA: Institutional Interaction; (9) Applied CA: Local Rationalities; and (10) Making Data, Ideas, and Findings Public. Appendixes contain transcription conventions, exercises, and an exemplary consent form. (Contains 250 references.) (RS)

ED 439 457   CS 510 268

Berger, Arthur Asa
Media Research Techniques. 2nd Edition.
PUB DATE- 98
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Comparative Analysis; Content Analysis; Focus Groups; Higher Education; *Media Research; Popular Culture; *Research Methodology; Research Skills; *Student Research; Surveys; Writing for Publication; Writing Skills

Suggesting it is a good idea for students to try their hands at doing media research themselves, this book presents a number of research projects that students will find interesting and that they can do with minimum experience in a limited amount of time. The second edition has added chapters on experimentation, historical research, comparative research, and participant observation. Chapters in the book are: (1) Guided Research Projects; (2) Research Logs; (3) Content Analysis: Newspaper Comics Pages; (4) Survey Interviews: Media Utilization; (5) Social Roles: Television Soap Opera Characters; (6) Depth Interviews: Favorite Singers and Recordings; (7) Rhetorical Analysis: Magazine Advertisements; (8) Library Research: Audiences of Radio Talk Shows; (9) Focus Groups: Reasons for Attending Films; (10) Experiments: Humor; (11) Participant Observation: Video Game Players; (12) Historical Research: Images of Shopping Malls in the Popular Press; (13) Comparative Analysis: Images of Disneyland (and Disney World) in the American Popular and Scholarly Press; (14) Writing with Style; (15) Avoiding Common Writing Errors; (16) Avoiding Common Reasoning Errors; and (17) Writing a Research Report. (Contains 39 references.) (RS)

ED 439 458   CS 510 269

Henninger, Michael; Mandl, Heinz; Linz, Maria; Harfurter, Andreas
To Avoid Conflicts: A Multimedia Training Concept for Reflected Communication.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Information about the learning environment discussed in the paper is embedded in http://home.emp.paed.uni-muenchen.de/

standards needed to make a school safe; (2) conducting an assessment of school climate; (3) crisis-intervention planning; and (4) the impact of laws, rules, and policies on school safety. Each activity is formatted the same way. Following the activity number and name, a chart details the time needed to carry out the activity, its purpose, its setting, and the materials and equipment needed for the activity. The activities are geared primarily for small groups and require a high degree of participation. After the training, participants should be able to define a safe school; understand the standards for a safe school, including physical, social/cultural, academic/special programs, and parent/community involvement; conduct a school-level assessment of the climate of the school; write a crisis-intervention plan for their school; and understand how laws, rules, and policies affect school safety. (RJM)

ED 439 479 EA 030 275

Talbot, Danny L.; Crow, Gary M.
Who Gets the Credit and Who Gets the Blame: Principals' Background Complexity and Shared Governance Reforms.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Educational Change; Elementary Secondary Education; Family Role; *Governance; *Parent Participation; *Participative Decision Making; Partnerships in Education; *Principals
IDENTIFIERS- *Utah

This article explores the relationships among principals' views of shared governance, parent involvement, site-based management, and the influence of professional experience and formal training on a principal's background. The report is based on a study that investigated principals participating in a state-initiated restructuring program called the Utah Centennial School Program (CSP). The CSP is similar to other restructuring programs in that it contains requirements affecting systemic decentralized authority, participative decision making, and schoolwide accountability. The study was based on the idea that experience and training shape the way individuals think about themselves and their work. It analyzed data from a survey of 152 Utah public-school administrators who were involved in the CSP. The findings suggest that principals who have the most experience and who have earned the most educational certificates are more likely than their less experienced colleagues to perceive constituents as influential in school decisions. Principals who earned more degrees and higher degrees, however, were less likely to perceive others as having input into school decisions. A key finding was that CSP principals did not perceive parents to have much input into decisions about curriculum and instruction, nor did they want parents to have significant input. (Contains 23 references.) (RJM)

ED 439 480 EA 030 276

Mountford, Meredith; Brunner, C. Cryss

PUB DATE- 00
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Comparative Analysis; Educational Finance; Elementary Secondary Education; Foreign Countries; *International Education; Labor Market; Mathematics Instruction; Science Instruction

This report compares elementary and secondary schools in the United States to schools in 11 other countries. It analyzes the role of schools in preparing students either to continue their education or to enter the labor force. It addresses such questions as "Are there more children in poverty in the United States than in other countries?" and "What percentage of students speak a language other than English at home and how does this compare to other countries?" The report tries to connect selected educational inputs, such as teacher training and educational expenditures, to student outcomes, such as achievement and labor force participation. The document is divided into four sections. The first two chapters describe inputs into the elementary/secondary education system with chapter 2 describing the background characteristics of students, such as poverty level and language skills. Chapter 3 focuses on the financial inputs that countries provide for their education systems, and compares these inputs across countries. Chapter 4 analyzes the results of recent international assessments in mathematics, science, and reading; compares them across countries; and relates them to certain teaching practices and student attitudes. Chapter 5 examines the success of the elementary and secondary education system in preparing students for the future. (Contains an index, technical notes, a glossary, 73 figures, and 78 data tables.) (RJM)

ED 439 501 EA 030 309

About Issues Facing High Schools. EdFact Resource Guide.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Standards; Educational Change; Educational Environment; *High Schools; Secondary Education; Student Characteristics; Students
IDENTIFIERS- *California

The list of resources printed in this guide were taken from the EdSource report, "High Schools in the Hot Seat," an overview of the challenges facing California's high schools. The information is divided into three sections: students, standards, and high-school reform. The topics covered include peer culture, disengagement, and motivation; the effects of student poverty and mobility; strategies for working with immigrant youth; resources on skill and academic-standards projects; state-sponsored schools/programs, such as alternative education programs; regional occupational centers and programs; "An Educator's Guide to Schoolwide Reform"; and the New American High Schools Initiative. Each resource features a brief description, Web site address, and physical address. The text emphasizes that many reform strategies and alternative approaches to organizing high school are attempting to address underlying, student-centered issues. California features numerous examples of reform efforts and special programs that

NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Educational Change; *Educational Environment; Educational Philosophy; Elementary Secondary Education; Program Descriptions; *School Choice; School Community Relationship
IDENTIFIERS- *North Carolina

This paper is based on a study of four newly created charter schools in North Carolina. It explores the purpose and values that prompted and guided the initial formation of these schools. It opens with a review of the conflicting claims and ambivalent purposes that characterize the policy environment as it pertains to charter-school reform. This overview is followed by an examination of the challenges such schools face in remaining faithful to democratic ideals. For the study, two founders, the principal, and four teachers were observed and interviewed in each of the four schools to learn what they brought into these alternative learning environments in the way of knowledge, beliefs, experiences, and dispositions. The article describes the three dimensions of the schools that proved central to their establishing a distinctive community identity: social vision, inclusive leadership, and congruent pedagogy. The findings contradict the popular perception of charter schools as normatively coherent learning communities whose members are unified around a set of implicitly shared values and goals. The paper concludes that reductionist notions of charter unity ignore the harder truth that achieving authentic community schools entails much more than filtering out potentially dissonant elements. (Contains 91 references.) (RJM)

ED 439 522 EA 030 330

Goldman, Paul; Tindal, Gerald; McCullum, Nancy; Marr, Jerry
Organizational Learning and the Culture of Reform: Operationalizing the "Organizations as Brains" Metaphor.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Continuity; Educational Change; Elementary Education; *Knowledge Representation; Learning Centers (Classroom); *Organizational Development; *Problem solving; School Restructuring; *Team Teaching

Gareth Morgan's "Images of Organization" introduces readers to "holographic organization" and explores his concepts of connectivity and redundancy, simultaneous specialization and generalization, minimum critical specification, and self-organization. This paper attempts to put these concepts into operation successfully by using data, surveys, interviews, observations, and focus groups of 4-year case studies from 2 restructuring elementary schools. The paper uses the data analyses, presentations, and published reports from the

Medicaid and Special Education: Coordination of Services for Children with Disabilities Is Evolving.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Coordination; Delivery Systems; *Disabilities; Elementary Education; Federal Legislation; Federal State Relationship; *Financial Support; Guidelines; *Medical Services; Privacy; Program Evaluation; School Districts; *Shared Resources and Services
IDENTIFIERS- Individuals with Disabilities Education Act; *Medicaid

This report discusses the results of an investigation into the coordination between the Individuals with Disabilities Education Act (IDEA) and the Medicaid program. Interagency agreements and other documentation were obtained and analyzed from 12 state directors of special education, coordination mechanisms reported by key federal agencies were analyzed, and coordination in five urban school districts was reviewed. Results indicate Medicaid and IDEA interact differently at the federal, state, and local levels and the extent and nature of coordination continue to evolve. For the 12 states, interagency agreements and agency liaisons are the primary mechanisms of state-level interaction between Medicaid and IDEA. Interagency agreements are generally used to assign roles and responsibilities to participating agencies, while agency liaisons typically serve as resources for coordination efforts. Local interactions between Medicaid and IDEA are affected by a variety of factors, including the commitment of individual school districts to seek Medicaid reimbursement. Efforts to coordinate Medicaid and IDEA have been adversely affected by the need to safeguard the privacy of children with disabilities while ensuring appropriate documentation for claiming Medicaid reimbursement and by the lack of clear and consistent federal guidance. The development of additional guidance by the Health Care Financing Administration is discussed. (CR)

ED 439 543 EC 307 722

Spann-Hite, Tracy; Picklesimer, Billie K.; Hamilton, Gloria J.
Teacher Attitudes toward an Interdisciplinary Approach to Inclusion.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Classroom Techniques; Elementary Secondary Education; *Inclusive Schools; *Interdisciplinary Approach; Language Skills; Program Design; Regular and Special Education Relationship; Speech Language Pathology; *Teacher Attitudes; *Teacher Collaboration; Teacher Surveys; Teaching Skills; Teamwork; Token Economy

This report discusses the outcomes of a study designed to assess teacher attitudes about an interdisciplinary approach to the inclusion of students with behavior disorders. The interdisciplinary approach involved four components: responsible inclusion, language intervention strategies, self-management programs, and pragmatic skills for classroom teachers. A survey of attitudes toward the theory and practice of inclusion was completed by 37 regular education teachers, special education teachers, and a speech-pathologist serving working; (4) review evidence on current interventions; (5) discuss what has been tried and for how long; (6) decide whether the team has the knowledge and resources necessary to continue to meet the need; (7) develop a plan as a team with additional assistance as needed; and (8) remember that consideration is an ongoing process. Examples are provided which move from no-tech to low- and high-tech interventions for students in different skill areas such as written expression, mathematics, handwriting difficulties, and reading difficulties. A list of additional resources on assistive technology is provided. (CR)

ED 439 562   EC 307 741

Miller, Maurice; Fritz, Marie F.
What Do Special Education Students Think of School Placements?
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Inclusive Schools; *Resource Room Programs; Social Integration; Special Programs; *Student Attitudes; *Student Placement

This report discusses the findings of a review of 35 articles on the perceptions of students with disabilities regarding student placement. Results of the review indicate students with special education needs vastly prefer general education classroom placement to any form of separateness. Students generally report reluctance about leaving the classroom, although they do perceive advantages to receiving the assistance of special educator help within the classroom. Even though the general education classroom might be a preference, there is also a substantial body of literature where students report lack of attention to their special needs or even negative teacher and age-mate interactions. In comparison, special education resource room programs and classroom settings have been viewed as scattered, unclear, and disorganized. Some groups of students with specific exceptionalities have clear preferences or see advantages to a separate special education approach including students with hearing impairments, some students with emotional disturbances/behavior disorders, and intermediate-age students with learning disabilities. The report concludes that the primary implication to be drawn from the review is that inquiry must be made into students' placement preferences and that students must be included in the placement decision-making process. (Contains 62 references.) (CR)

ED 439 563   EC 307 742

Bootel, Jaclyn A.
CEC Handbook for Strengthening Grassroots Advocacy.
PUB DATE- 99
NOTE- 80p.; For related document see ED 380 918.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; Advocacy; Change Agents; *Child Advocacy; *Disabilities; Educational Legislation; Educational Policy;

School Relationship
IDENTIFIERS- England; *School Yards

The Learning through Landscape Trust conducted research on the design and management of school grounds in the United Kingdom for children with special needs and has produced this guidebook detailing that research shows about ensuring that the school grounds benefit these students. It provides advice and information on developing school grounds that are long-term and sustainable, that help maximize and encourage abilities and overcome children's particular challenges, and involve children with diverse needs with their adult carers wherever possible. The outline of the research and its findings are provided, followed by information on: the school ground planning process; accessibility design of school grounds; landscaping design; animals that can be included; horticultural issues; and planning issues for enhancing social use, sensory experience, and physical activities. Concluding sections present nine case studies and resources for guidance in fundraising; and information on special needs, outdoor design, use and management, and help for construction and management work. (Contains 38 sources for further help.) (GR)

ED 439 582   EF 005 402

Martin, Deborah, Ed.; Lucas, Bill, Ed.; Titman, Wendy, Ed.; Hayward, Siobhan, Ed.
The Challenge of the Urban School Site.
SPONS. AGENCY- Environment Dept., London (England).
PUB DATE- 96
NOTE- 115p.; Colored photographs may not reproduce clearly. Support also provided by BT and the Wates Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; Guidelines; Public Schools; School Security; Social Life; Student School Relationship; *Urban Schools
IDENTIFIERS- Curriculum Management; *School Yards

This guidebook provides information on improving urban school grounds in the United Kingdom to enhance children's lives. Chapters provide the experiences from other schools on the topics of greening the urban school grounds; the multi-cultural aspects of developing urban school grounds; organization of limited space; issues involving seating, shelter, and raised structures; and playground art. The unique difficulties involved in secondary school ground development are addressed in the areas of curriculum linkage, social needs, and the management and organization of change. Additionally discussed are areas of special consideration in urban school grounds development, such as vandalism prevention, school security, tarmac removal, and new surface installation. Resource information is provided, along with a list of schools and their locations which have created winning grounds development schemes. The chapters are: "Greening Urban School Grounds" (Nerys Jones); "Multi-Cultural Aspects of Developing Urban School Grounds" (Judy Ling Wong); "Organisation of Limited Space" (Liz Russell); "Seating, Shelter and Raised Structure" (Liz Russell and Joan Wood); "Art in the Playground" (Carol Kenna); "Secondary Schools" (Liz Russell); and "Practical

*English (Second Language); Foreign Countries; Higher
Education; Instructional Innovation; Limited English Speaking;
Multimedia Instruction; Native Speakers; *Professional
Development; Second Language Instruction; Second Language
Learning; *Teacher Education; Teaching Methods
IDENTIFIERS- Commonwealth of Independent States; Germany;
Ukraine; United Kingdom

The main purpose of this article is to propose the Distance Professional Development and Support System (DPDS), an approach specifically designed to help non-native speakers of English teach English-as-a-Foreign Language (EFL) in a non-English-speaking setting. English has become the primary language of international communication, and there is a growing need for teachers of EFL. Research shows above all that a good instructor, trainer, manager of learning, and communicative partner is what is needed. Therefore, the outcome of training in English depends to a great extent on teachers, which makes teacher professional development especially important. The greatest need is in the area of teaching non-native speakers of English to be good teachers of English to other non-native speakers in a non-English-speaking setting. Teaching EFL in a non-English-speaking setting presents different demands and challenges (both advantages and disadvantages) that must be addressed. It is concluded that such situations require greater focus on language forms and on intercultural comparisons, but that EFL teachers who are not native speakers of English but who share their students' mother tongue and culture have a number of advantages over their native English-speaking colleagues unable to find support in making recourse to the language and home culture of their students. The proposed DPDS model is effective in overcoming the disadvantages non-native English-speaking EFL teachers face while preserving their advantages. (Contains approximately 58 references.) (KFT)

ED [illegible]   FL 026 195

Payne, David, Ed.
Notes on Linguistics, 1999.
PUB DATE- 99
NOTE- 242p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Arabic; Canada Natives; Code
Switching (Language); Decoding (Reading); Descriptive
Linguistics; Diachronic Linguistics; Discourse Analysis;
Foreign Countries; German; Grammar; Hebrew; Japanese; Language
Patterns; Lexicology; Linguistic Theory; *Literacy; Malayo
Polynesian Languages; Morphology (Languages); Negative Forms
(Language); Phonology; Polish; Pragmatics; Russian; Second
Language Instruction; Second Language Learning; Semantics;
Semiotics; *Sociolinguistics; Speech Communication; Syntax;
Uncommonly Taught Languages

The 1999 issues of "Notes on Linguistics," published quarterly, include the following articles, review articles, reviews, book notices, and reports: "A New Program for Doing Morphology: Hermit Crab"; "Lingualinks CD-ROM: Field Guide to Recording Language Data"; "'Unruly' Phonology: An Introduction to Optimality Theory"; "Borrowing vs. Code Switching: Malay Insertions in the Conversations of West Tarangan Speakers of the Aru Islands of Maluku, Eastern Indonesia"; "What's New in Lingualinks Bookshelf"; "What's New in Lingualinks Workshops"; "The 24th UWM Linguistics Symposium"; "Multidimensional Exploration of Online Linguistic Field Data"; "Derivations and advanced-level Ukrainian-language readers. It offers suggestions to language students and teachers for ways to read, study, and use the readers. (CNP)

ED 439 625 FL 801 358

Adkins, Myrna Ann; Sample, Barbara; Birman, Dina
Mental Health and the Adult Refugee: The Role of the ESL Teacher. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Acculturation; Adult Education; Cultural Differences; Culturally Relevant Education; *English (Second Language); *Immigrants; Land Settlement; *Language Teachers; Limited English Speaking; *Mental Health; *Refugees; Second Language Instruction; Second Language Learning; *Teacher Role
IDENTIFIERS- ERIC Digests

English-as-a-Second-Language (ESL) teachers are often among the first people available to help refugees and other immigrants cope with a new cultural and linguistic environment. Although the identified role of the teacher is to teach English language skills, the teacher's role as cultural broker is also important. This digest focuses on how teachers can help adult refugee and immigrant learners make significant progress in adjusting to a new life in an unfamiliar culture. It discusses the qualities of mental health, stresses faced by refugees, and three things that teachers can do to help their students adjust. Mental health includes two components: a psychological component involving the ability to cope adequately with life's difficulties and demands; and a behavioral component, involving the capacity to accomplish basic life functions such as eating, sleeping, and performing in the occupational area. Because of cultural differences, American teachers of refugee adults must be very careful in passing judgment on behaviors they may not fully understand. Stress due to resettlement is another factor often confronted by ESL teachers. Refugees most often experience stress related to the migration and travel/relocation itself, acculturation, and very often great personal traumas that may have prompted migration to the United States. ESL teachers can do three things to help adult refugees: (1) learn to recognize symptoms of mental illness, or abrupt behavioral changes that disrupt the class; (2) discuss health and cultural content relevant to learners; and (3) help refugees get assistance from other skilled professionals when needed. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 439 626 FL 801 359

Peyton, Joy Kreeft; Rigg, Pat
Poetry in the Adult ESL Classroom. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Adult Dropouts; Career Guidance; Career Planning; Decision Making; *Dropout Prevention; *Dropout Research; Full Time Students; Higher Education; Models; *Nontraditional Students; Part Time Students; School Holding Power; *Self Efficacy; Student Attrition; Student Characteristics; Withdrawal (Education)
IDENTIFIERS- *ASHE Annual Meeting

As a response to the problems of nontraditional student attrition at two-year and four-year urban colleges, this paper introduces the constructs of career decision-making self-efficacy, perceived stress, and financial difficulty into a model built on the synthesis of Cabrera (1993). A questionnaire was administered to adult nontraditional (age 24 and over) full- and part-time undergraduate students (n=469) at a private urban research university during the fall 1995 semester. Variables included: career decision-making self-efficacy; family encouragement; perceived stress; financial attitudes satisfaction and difficulty; academic integration; social integration; cumulative GPA; institutional commitment; goal commitment and intent to persist; as well as measures of student background. The study found that the variables subsumed within career decision-making self-efficacy had the greatest influence on intent to persist and persistence. (Contains 81 references.) (RH)

ED 439 646 HE 032 720

Wood, Anda L.; Ridley, Dennis R.; Summerville, Richard M.
University Grade Inflation through Twenty Years: An Analytical and Empirical Investigation. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 54p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 28-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Evaluation Methods; Evaluation Research; *Grade Inflation; Grade Point Average; *Grades (Scholastic); Grading; Higher Education; Scores; *Student Evaluation
IDENTIFIERS- *ASHE Annual Meeting

This paper presents a new method to test for grade inflation. Defining grade inflation as the decreasing value of grades in the coin of student achievement, the study avoids the assumption that a rise in mean grade is a necessary condition of grade inflation. The study, which was conducted at a single university, also sought to determine whether grade inflation could be demonstrated if mean grades have leveled off. To measure general academic abilities, Graduate Record Examination (GRE) data was used. Data was grouped into three time spans (1976-80, 1984-88, and 1992-96). To examine the influence of students' majors, data were also separated into two broad groups, "humanistic" and "scientific," because literature had shown roughly that the former revealed more grade inflation than the latter. Findings suggested grade inflation relative to GRE total and verbal scores, but no evidence of grade inflation when GRE quantitative or GRE analytical scores were used, and it is postulated that this is a result of declining academic standards in the sense that verbal reasoning ability associated

number of undergraduates earning physics bachelor's degrees has stabilized, with 3,821 degrees awarded in 1997-98; (2) declines in undergraduate degrees persist at generally larger departments that also teach physics at the graduate level--for these schools, the cumulative decrease since 1989 is 32 percent; (3) satisfaction levels among physics bachelor's recipients appears high; (4) roughly half of new bachelor's recipients plan to immediately enter graduate school, with 31 percent planning to pursue physics studies and 19 percent planning to pursue other disciplines; (5) of students continuing on to graduate study, 86 percent expect to earn doctoral degrees and 61 percent hope for careers as college or university professors, percentages far higher than historically achieved; (6) physics and astronomy seniors perceive their respective post-baccalaureate job markets very differently, with physics seniors believing their potential employment prospects are far more positive than do their astronomy counterparts; and (7) perhaps as a result of their poorer bachelor-level job market, the proportion of astronomy graduates going directly to graduate school is higher (55 percent) than in physics. More than two-thirds of astronomy matriculates aspire to academic careers. Tables and figures summarize the data. (CH)

ED 439 664 HE 032 742

Ridley, Dennis R.; Berina, E. Charmaine
Transitions between Tiers in "U.S. News and World Report" Rankings of Nationally-Ranked Liberal Arts Colleges.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Institutional Advancement; Institutional Characteristics; *Institutional Evaluation; *Liberal Arts; *Rating Scales; Statistical Analysis; Trend Analysis
IDENTIFIERS- *Ranking; *U S News and World Report

This study examines rankings of four-year liberal arts colleges by "U.S. News and World Report," focusing on whether institutional improvement efforts are likely to result in higher rankings. The paper explores how often changes in rankings occur; whether they tend to improve; and whether positive movements are as likely as negative ones. The study examined the 162 ranked colleges and their tier assignments to identify cross-tier movements over four time periods (1996-97, 1997-98, 1998-99, 1999-2000). Year-to-year comparisons showed no statistically significant change, and the study concludes that once included among the "best liberal arts colleges," an institution is likely to stay there. Over the study period, 104 institutions showed no movement at all; what movement there was is characterized as "zero sum," with the upward movement of some balanced by the downward movement of others. The paper concludes with two caveats: First, that it is important for institutions to determine their approximate rank and to decide whether any efforts to improve are likely to prove fruitful; and second, in the absence of ratings, would institutions continue to expend the same amount of effort on institutional improvement. (CH)

ED 439 665 IR 019 885

Hyjek, Phil; Gilbert, Allen; Graham, Christine; Marsters, David;

(150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Educational Development; Educational Principles; Elementary Secondary Education; Federal Government; Instructional Improvement; Public Education; Speeches

In this seventh and final State of American Education Address, Secretary Richard W. Riley discussed the progress that has been made in education since his first address and challenged schools and communities to renew their commitment toward ensuring that all students achieve their fullest potential in the 21st century. Highlights include: "the right time" to set new expectations for American education; the importance of being optimistic and determined about the future; how public education is changing for the better; raising standards; five guiding principles for implementing standards (have a healthy and ongoing dialogue with parents and teachers; make sure state standards are challenging and realistic; create quality assessments that have a direct connection to the standards; invest wisely to improve teaching and learning; insist on real accountability for results) the importance of early childhood; improving teacher quality; elevating teaching to a year-round profession; a new generation of principals; giving children a "moral compass"; overcoming the achievement gap and the digital divide; higher education in the 21st century; and the transition to college--a critical time. Archived broadcasts of other addresses are described and data charts for a five-year report card on American education are included at the end of the document. Contains a list of Department of Education's FY2000 Major Initiatives and Funding Opportunities. (AEF)

ED 439 685   IR 019 957

Henrickson, Leslie
Use of National Databases: Case Study on Census Data.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Census Figures; *Comparative Analysis; *Data Analysis; Data Collection; Databases; Educational Research; Research Methodology
IDENTIFIERS- Census 1990

This paper serves as an example of how one may approach the use of a large database for comparative education purposes. Considerations include determining three aspects about the databases, and one case study. The three aspects include the type of database that is used, the method in which the data were collected and errors, and the structure of analysis. The paper draws on two authors in discussing the structure of analysis, Kish and Astin. Kish suggested two considerations used for analysis that help identify the strengths and weaknesses of different approaches: representation and realism. Astin used the I-E-O model, or Input-Environment-Output model, for design and analysis. A small case study using selected demographic and socioeconomic characteristics of various U.S. populations from the 1990 Census from the perspective of a comparative education researcher is described to illustrate how one's theoretical orientation toward a research project can guide analysis and interpretation of the data. (Contains a 15-item bibliography.) (AEF)

ED 439 686   IR 019 958

and abstracts, bibliographies and other reference books, U.S. government publications, evaluation of sources, and search strategy; (4) library directory and map; (5) final project guidelines; (6) a self-guided tour of the library; (7) Dewey Decimal and LC classification systems comparison; (8) outline of the LC classification system; (9) sample LC subject headings; (10) handouts on using LUIS (Library User Information System) and WebLUIS, the USF online catalog; (11) a list of subject specialized encyclopedias; (12) a list of World Wide Web sites; (13) an outline of Superintendent of Documents classification; (14) a selected list of other reference sources; (15) Tampa campus library circulation services and policies; (16) a database search worksheet; (17) glossary of terms; and (18) a list of virtual library databases. Related assignments are included throughout. (MES)

ED 439 707 IR 057 799

Lievrouw, Leah A.; Leazer, Greg; Lynch, Beverly; Abler, Susan; Medievilla, Cynthia
Annual Report: Doctoral Program Committee, Academic Year 1996-97.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Committees; *Doctoral Programs; Educational Practices; Graduate Students; Higher Education; Information Science; *Library Education; Library Science
IDENTIFIERS- *University of California Los Angeles

This document summarizes the activities of the University of California, Los Angeles's (UCLA's) Department of Library and Information Science (DLIS) Doctoral Program Committee, 1996-97. These activities are organized into two main areas: Operations and Students. Doctoral Program Committee (DPC) operations outlined include: preparing major policy documents; drafting and submitting a proposal to the U.S. Department of Education for continuation of three doctoral fellowships in LIS; completing updates for the three area reading lists used by students to help prepare for the written qualifying examinations; summarizing the results of the 1995-96 curriculum review; preparing a proposal to the Graduate Division for changes to the Ph.D. program; and purchasing and installing new computer workstations and research software. The document then focuses on DLIS doctoral students and discusses: admissions and recruitment efforts; qualifying exams; dissertation defense; and financial awards. Selected DLIS Ph.D. student accomplishments and the 1997-98 Annual Report are appended. (AEF)

ED 439 708 IR 057 802

Department of Library and Information Science Student Handbook, 1998-1999.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Course Content; *Doctoral Programs; Graduate Students; Higher Education; *Information Science; *Library Education; Library Science

Districts One through Seven and Division Directors are listed at the beginning of the report, followed by a note from the Executive Board Chair, Virginia Doyle. (AEF)

ED 439 730 IR 057 824

Alabama Public Library Service: 1998 Annual Report.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grants; Internet; Library Automation; Library Equipment; Library Funding; Library Planning; *Library Services; Library Statistics; Library Technical Processes; *Public Libraries; State Aid; State Programs; Statistical Data
IDENTIFIERS- *Alabama Public Library Service

The Alabama Public Library Service (APLS) is responsible for receiving and administering federal and state funds for the more than 200 public libraries in Alabama. This document represents the annual report for the Alabama Public Library Service for fiscal year 1998. Information is reported under the following categories: Evaluation and Research; Information Services; Networking, Development and Planning; Technical Services; Division for the Blind and Physically Handicapped; Automation Services; and Finances. State aid totals for 1998 are also presented for Alabama public libraries, as are Library Services and Technology Act (LSTA) totals. A note from the Executive Board Chair, Virginia Doyle, reports the announcement by the Gates Library Foundation (GLF) of the award of its first state partnership to the APLS which would be GLF's pilot program for future statewide funding. By the year's end, all but 5 of the state's approximately 215 public libraries either had Internet access or were waiting for installation. The Executive Board members for Districts One through Seven and Division Directors are listed at the beginning of the report. (AEF)

ED 439 731 IR 057 825

Federal Public Library Programs in Alabama, 1998.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; *Library Funding; Library Materials; Library Services; Public Libraries; Reference Services; Resource Allocation; State Programs
IDENTIFIERS- *Alabama Public Library Service; *Library Services and Technology Act 1996

The Alabama Public Library Service (APLS) is charged with improving library services throughout the state to ensure that all citizens have access to quality library and information services. Part of this charge includes the responsibility for receiving and administering federal funds to the more than 200 public libraries in Alabama. Federal Library Services and Technology Act (LSTA) monies are spent on statewide projects at the APLS. These projects include providing reference services, interlibrary loans, audiovisual materials, continuing education programs, consultant services to the public libraries, coordination of a statewide children's summer library program, This resource book provides several career development activities to accompany the South Dakota "My Career and Life Planning Portfolio," which is appended. The activities are arranged according to the following four folders found within the portfolio jacket: career and education planning; skills employers want; projects/work samples; and assessment results. It is recommended that all completed career portfolio activities be stored in the appropriate folder for future reference. The career and education planning section divides activities into these three categories: identifying career options (12 activities); setting career goals (3); and being a successful student (9). ;;e skills employers want section divides activities into the following four categories: basic skills (4 activities); thinking skills (4); personal qualities (4); and employability skills (1). The assessment results section divides activities into the following three categories: personal inventories (6 activities); career planning assessments (2); and study habits inventories (3). The projects/work samples section has one category of activities: life skills (7 activities). Each activity has the following format: section/category; activity title; sources; outcomes; materials/resources; instructional activities with list of procedures and suggestions for activity assessment; and any required materials and forms. A portfolio planning calendar for grade 9 is appended. (YLB)

ED 439 231   CE 079 823

Kucker, Marsha, Comp.; Bemis, Dodie, Comp.; Smith-Rockhold, Gloria, Comp.; Wiese, Vicki, Comp.
Putting the Pieces Together: South Dakota Integration Training Model. 4th Ed.
SPONS. AGENCY- South Dakota State Dept. of Education, Pierre. Div. of Workforce and Career Preparation.
PUB DATE- 99
NOTE- 167p.; For the 2nd edition, see ED 424 403.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Career Education; Classroom Techniques; *Curriculum Development; Education Work Relationship; Elementary Secondary Education; *Employment Potential; Evaluation Methods; Instructional Materials; *Integrated Curriculum; Job Skills; Learning Activities; Models; Nontraditional Occupations; Occupational Information; *Student Evaluation; *Teaching Methods; *Vocational Education
IDENTIFIERS- South Dakota

This publication is a compilation of materials that form the South Dakota Integration Training Model. Section 1 contains materials related to career information, including transparency masters/handouts with information on workplace trends, job skills, growth occupations, earnings, and nontraditional careers. Section 2, on integration basics, provides informative material and transparency masters/handouts on rationale, benefits, barriers, and design options. Section 3 contains material on, and forms for, curriculum alignment. Section 4 consists of information and transparency masters/handouts on project themes, concepts, project goals/rationale, and essential questions. Section 5, on standards, covers examples of employability-related student activities and ideas for integrating employability competencies into academic courses.

Haughey, Laurie
Athletes Off the Field: A Model for Team Building and Leadership Development through Service Learning. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 99
NOTE- 39p.; Funded under a Learn and Serve America Training and Technical Assistance Grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletics; Citizenship Education; Educational Practices; Moral Development; Outcomes of Education; Peer Influence; Peer Teaching; Personality Development; Program Development; Program Effectiveness; Program Implementation; Resistance to Temptation; *School Community Programs; School Community Relationship; Secondary Education; Self Control; *Service Learning; Teaching Methods
IDENTIFIERS- Character Education

This booklet provides step-by-step guidelines for developing a leadership-through-service-learning component for a school athletic team. It is based on a program called LIFE LINE (Leaders in Football and Education) founded in 1996 as a peer leadership group that would increase team unity and success both on and off the field. The guide summarizes the LIFE LINE experience, then sets out the following five steps for developing a peer leadership group: (1) choose a facilitator; (2) select peer leaders; (3) set up retreat plans; (4) train peer leaders; and (5) turn community service into service learning. The next section provides more information about the service learning model, including selection and planning of projects, the need for committed and ongoing action, maintaining the commitment of peer leaders, reflective writing, oral reflection, recognition and celebration, and suggested service activities. A list of four service-learning resources is included in the guide. (KC)

ED 439 249 CE 079 864

Haggerty, Patricia M.
Oral History: Let Their Voices Be Heard. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 00
NOTE- 35p.; Funded under a Learn and Serve America Training and Technical Assistance Grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Educational Practices; Elementary Secondary Education; Interviews; Local History; Moral Development; *Oral History; Program Development; Program Effectiveness; Program Implementation; *School Community Programs; School Community Relationship; *Service Learning; Teaching Methods

This booklet provides information for creating an oral history project as part of a service learning program in schools. It shares a user-friendly approach to oral histories using one practitioner's experience during several years of classroom practice and a year as a Christa McAuliffe Fellow. The

Collegiate Aviation Review, 1999.
SPONS. AGENCY- Purdue Univ., Lafayette, IN.
PUB DATE- 99
NOTE- 108p.; Papers presented at the 1998 Fall Education Conference of the University Aviation Association. Sponsored by Mechtronix Systems, Inc., Cessna Aircraft Company, and Morris Publishing. Published annually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Airports; *Aviation Education; *Aviation Technology; College Faculty; Computer Uses in Education; Curriculum Development; Economic Climate; *Educational Quality; Faculty Development; *Flight Training; Followup Studies; Graduate Surveys; Higher Education; Instructional Development; Internship Programs; *Labor Force Development; Models; Program Effectiveness; Public Policy; School Surveys; Simulation; Student Attitudes; Teacher Attitudes; Teacher Education; Teacher Role; Technical Education
IDENTIFIERS- Global Economy

This document, published annually, contains six papers devoted to aviation education. "Enhancing Global Competitiveness: Benchmarking Airline Operational Performance in Highly Regulated Environments" (Brent D. Bowen, Dean Headley, Karisa D. Kane, Rebecca K. Lutte) outlines a model to help policymakers and others evaluate the effects of airline size on economic competition. "Multiple Expert Evaluations of a PC Personal Computer Computer-Based Aviation Flight Training Device" (Jeffrey S. Forrest) examines the usability of PC-based aviation training devices. "An Examination of the U.S. Collegiate Aviation Workforce in Preparing the Next Generation of Aviation Faculty Members beyond 2000" (Jeffrey A. Johnson) explores whether the next generation of aviation faculty is being adequately prepared. "Assessing the Environment and Outcomes of Four-Year Aviation Programs: Does Program Quality Make a Difference?" (Paul D. Lindseth) reports on a study of students, faculty, and alumni of various four-year aviation programs that was designed to determine whether four-year aviation programs are emphasizing environment and outcome indicators of quality. "Airport Internships: Effectively Structuring a Departmental Rotation Internship" (C. Daniel Prather) presents airport managers' perceptions of airport internships. "An Evaluation of a Major Airline Flight Internship Program: Participant's Perceptions of Curricular Preparation for, and Components of, the Internship" (Jose R. Ruiz, David A. NewMyer, D. Scott Worrells) presents the results of a survey of 110 former university interns who served semester-long flight operations internships at United Airlines. Most papers contain substantial bibliographies. (MN)

ED 439 268   CE 079 904

Hoyt, Kenneth B.
CHS Follow-Up Data. For Persons Entering the Institution, Spring 1994-Fall 1995, N=9518. First Preliminary Findings.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Demonstration Programs; Education Work Relationship; Educational Research; *Employment Patterns;

connections experiences; blended activities; creative ideas; TAAS objectives and proficiency; bibliography; and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

ED 439 285   CE 079 930

Preparation for Parenting. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 99
NOTE- 294p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; Child Development; Child Health; *Child Rearing; Child Welfare; Curriculum Guides; Family Life; Family Relationship; High Schools; Home Economics; *Individual Development; Instructional Materials; Learning Activities; *Parent Responsibility; *Parenthood Education; Parents as Teachers; State Programs; Statewide Planning; Teaching Guides
IDENTIFIERS- Texas

This instructional guide for a one-half-credit technical laboratory course for grades 10-12 teaches parental responsibilities; child guidance techniques; positive role modeling and parenting practices that promote child development, health, safety, and well-being. Introductory materials consist of a course description; overview of course design; facilities, equipment, and resources; and a section on how to use the guide. Texas Essential Knowledge and Skills for Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance in the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates creative techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-connections experiences; blended activities; creative ideas; TAAS objectives and proficiency; bibliography; and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

ED 439 286   CE 079 931

Albro, Amy
Skills for Living. Teacher's Instructional Guide.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 99
NOTE- 330p.; Funded under Public Law 101-392, Carl D. Perkins.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

topics include: "Adoption"; "Aging"; "AIDS/HIV"; "Child Abuse and Family Violence"; "Crime and Violence"; "Disabilities"; "Education"; "Employment and Career Development"; "Health"; "Mental Health"; "Smoking"; "Substance Abuse"; and "Youth & Families". Most resources listed are supported by the Federal government; a few non-profit organizations are included. (JDM)

ED 439 304 CG 029 820

Wright, Jan; Smink, Jay; Duckenfield, Marty
Students Serving Students. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Age Teaching; *Dropout Prevention; Elementary School Students; Elementary Secondary Education; Helping Relationship; *High Risk Students; *Peer Counseling; *Prevention; Secondary School Students

The National Dropout Prevention Center designed a project, Student Serving Students, to see if students in kindergarten through twelfth grade could help other students who were at risk of dropping out of school. Communities in Florida, Georgia, and South Carolina developed a variety of ways for students to meet the needs of children at risk. Success stories from these encounters form the bases for this guidebook. The results from Students Serving Students show that youth can play a powerful role in stemming the tide of dropouts. Youth can be the catalyst for involving other groups in a community around a project that unites them all towards the common goal, thus building a strong web within the community to catch those who are most at risk of not successfully completing their education. Includes a list of national resources committed to helping with dropout prevention. (Author/JDM)

ED 439 305 CG 029 821

Semmens, Bob; Cook, Sandy; Grimwade, Cherry
Evaluation of the Behaviour Management Program at the Melbourne Juvenile Justice Centre. Working Paper 20.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community; Foreign Countries; Intervention; *Juvenile Justice; Prevention; Program Evaluation; *Responsibility; *Self Efficacy
IDENTIFIERS- Australia (Melbourne); Reflection Process

In 1998, researchers were requested to undertake an evaluation of a proposed new behavior program at the Melbourne Juvenile Justice Centre. The behavior management program at the Centre attempts to intervene constructively in the lives of young offenders. The project aims to increase the range of skills for management of clients' behaviors in a fair, respectful, and rewarding environment; encourage clients to become accountable for their actions; change client relationships to authority; and maximize young people's abilities to transfer positive learning to the community. The hypothesis is that increased capacity for reflection will facilitate the taking of greater responsibility for thoughts, feelings, decisions, and actions.

ED 439 326 CG 029 894

Matsushita, Yuriko; Matsushita, Koji
Video Games: A Potential New World.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Foreign Countries; *Parent Child Relationship; Parent Participation; Psychological Studies; Therapeutic Recreation; *Video Games
IDENTIFIERS- Japan

The paper states that there are negative physical and psychological effects from video games. The physical effects include asthenopia and weight gain. The psychological effects include confusion between reality and fiction, and immature relationships with others. However, video games can also have a therapeutic effect in some cases. Four positive effects mentioned are: (1) video games satisfy desires which are not allowed in daily life; (2) video games can be a common interest for the family; (3) video games allow for roles which cannot be duplicated in real life; and (4) video games protect one's own world from intrusion. The paper concludes that video games should be understood for what they are before they are judged to be good or bad. It suggests that mothers and fathers communicating with their children about video games would be helpful. (JDM)

ED 439 327 CG 029 895

Chope, Robert C.; Fang, Fen
Career Counseling for New Chinese Immigrants: Clinical Issues and Practical Recommendations.
PUB DATE- 97
NOTE- 9p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Career Change; Career Counseling; *Chinese Americans; Helping Relationship; Immigrants

This paper describes five sources of stress found to affect the acculturation of Chinese immigrants in the San Francisco area. The stresses are physical from adjusting to a new environment; biological from diet and immunity changes; social from new jobs and schools; cultural from political, language, and religious changes; and psychological from values and beliefs changes. It states that career adjustment in the form of career reconstruction plays an important role in the acculturation process and in reducing social, cultural, and psychological stress. It reports that while Chinese people are reluctant to use counseling and mental health services, career counseling appears to be an exception because it is perceived as having little to do with mental health issues, although most will terminate the relationship after one meeting. The paper states

DESCRIPTORS- Folk Culture; Foreign Countries; *Leisure Time; Mental Health; *Therapeutic Recreation
IDENTIFIERS- China; *Folk Art

A distinct characteristic of the technology age is that people have more leisure time while the ways of recreation are getting more material and unified. Each step-up of technology has been fully used to produce more sensory attractive and lower unit-cost recreation products. In contrast, art recreation always means being highly devoted, creative, and brings great spiritual pleasure, thus it plays a positive role in keeping mental health. This paper reports on observations in a remote county in Northwest China. Though the local economy is underdeveloped, the folk art activities are the main way people spend their leisure time. The paper discusses how technology-independent art recreation spreads out and promotes people's mental health in this remote area. It describes the characteristics of folk art activities that promote mental health: general participation, good succession, complete devotion, and high creativity. It enumerates several positive influences of folk art activities. They include: (1) a way to keep a positive self-image; (2) an efficient way to cope with stress; (3) a bridge to improve social intercourse; and (4) some degree of personal psychotherapy. Each generation passes on the folk traditions to the next. The paper reflects on the fact that folk art activities worldwide are passing away, but suggests that the inner spirit of them should be kept when spending leisure time in this stressful age. (JDM)

ED 439 349 CG 029 921

Artero-Boname, Margaret T.
Preliminary Exploration of Self-Esteem Construct: A Face Validity Study of the Index of Self-Esteem with a Chamoru University Student Sample.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *College Students; Higher Education; *Measures (Individuals); Non Western Civilization; *Self Esteem; *Standardized Tests; Test Bias
IDENTIFIERS- *Chamorros; University of Guam

This paper describes a study to determine whether Chamoru students at the University of Guam, evaluating a standardized self-esteem instrument, agree that the test does measure self-esteem. The instrument used is the Index of Self-Esteem (ISE) and was developed and normed in the United States. There can be a problem using instruments with populations that are not included in the norming group. Prior studies using Western developed and normed measures of self-esteem with non-western culture children, in general, show lower self-esteem with these non-western cultures as compared to the American children. The analysis of data indicated that the ISE has face validity for this population. Students in this sample had very clear pictures of a person with a high self-esteem and that the qualities stated were in agreement with that of the ISE. (Contains 15 references.) (JDM)

ED 439 350 CG 029 923

in one particular study, but the synthesis of variations of cultural patterns over time and a comparison of changing patterns across groups. The paper presents one table outlining research findings of worldview differences and one table outlining research findings of worldview differences. (Contains 31 references.) (JDM)

ED 439 371   CG 029 948

Chen, Chin-Yen
The Self-Awareness-Training Program in Counselor-Education.
PUB DATE- 98
NOTE- 7p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Counseling; Counselor Educators; *Counselor Training; Foreign Countries; Higher Education; *Program Development; *Self Actualization; *Self Concept
IDENTIFIERS- *Taiwan

Presents three empirical studies as the major foundation to form the self awareness training program in counselor education. These empirical studies were done sequentially to: (1) define what self-awareness is; (2) explore how the self-awareness training strategy can be conducted along with existing courses; and (3) evaluate the effects of the self-awareness training course from the viewpoint of counseling students. The self-awareness-training program, a two- or three-credit course, has four stages: a beginning, a learning-by-doing stage, a terminating stage, and an evaluation stage. To enhance thinking and enrich experiences through varied homework assignments, it is best to include both cognitive and experiencing aspects. The program encourages students to share, discuss, and participate in exercises for better comprehension. In order to consolidate learning effects, a learning journal and term paper are used at the end of the program. Basic concepts and knowledge are grounded at the beginning. The most significant point is counselor educators should be more aware of the meaning and worthiness of self-awareness and willing to conduct training. Based on studies contents of "helping relationships", being aware of counselor and client traits, including characteristics and behavior, are also necessary and important, besides counseling theories and skills. (Contains one figure describing the stages and strategies of the self awareness training program.) (JDM)

ED 439 372   CG 029 949

Kasambira, K. Paul; Rybak, Christopher J.
Training Counselors To Relate in a Global Community Using the Structured Interview Process.
PUB DATE- 98
NOTE- 5p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; Case Studies; *Early Intervention; *Emergent Literacy; Grants; High Risk Students; Primary Education; Professional Development; Questionnaires
IDENTIFIERS- Impact Studies; Implementation Analysis; *Indiana; Indiana State Department of Education; *Reading Recovery Projects; Success for All Program

The early literacy challenge in Indiana is to increase the literacy skills of students in Grades K-3 who are at risk for school failure. In 1997 the Indiana Department of Education began implementing the Early Literacy Intervention Grant Program (ELIGP)--close to half the ELIGP funding supported professional development for teachers and teacher trainers involved in Reading Recovery. The remaining schools had projects referred to in this impact study as Other Early Literacy Interventions (OELI). Examples of OELI projects funded included Four Blocks, Literacy Collaborative, Success for All, and other locally developed interventions. This impact study includes: a summary of the implementation study; an analysis of the impact of ELIGP, focusing on changes in early reading and literacy programs that resulted from ELIGP funding; an examination of a select group of case studies that illustrate the role of ELIGP in the school improvement process; an analysis of the impact of funding on the number of students completing Reading Recovery, special education referrals, and retention; and recommendations for enhancement of ongoing efforts to improve early reading and literacy in Indiana. Contains multiple tables of data and figures and 33 references. Appendices contain the survey instrument; outlined features of early literacy programs; lists of funded programs; summaries of early literacy intervention programs; policy news; and notes. (NKA)

ED 439 393 CS 013 905

Farr, Roger; Greene, Beth
A Guide for Evaluating a Reading or Language Arts Program.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Evaluation Criteria; Evaluation Methods; *Language Arts; *Program Evaluation; Program Improvement; *Reading Instruction; *Reading Programs; Student Evaluation
IDENTIFIERS- Reading Management

This guide is an evaluation that can help one answer relevant questions about improving a reading or language arts program such as: Are there changes that need to be made? Is a stronger commitment needed to strengths identified in the program? and Are specific resources needed to make it more successful? The manual points out that if an improved program is wanted, it is imperative that it be examined inclusively--beyond just reading the scores from tests administered. Following an overview, the text is organized into sections for each of the steps in the evaluation process: Step 1: Clarifying what it is that you and others want to know; Step 2: Deciding where and how to get the information--targeting the data; Step 3: Designing and

PUB DATE- 00
NOTE- 67p.; For the 1995 editions, see ED 381 807 and ED 381 767.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Diagnostic Tests; Elementary Secondary Education; *Reading Diagnosis; *Reading Strategies; *Student Evaluation; Student Needs; Teacher Role; *Writing Strategies

This updated guide has been designed to offer practical advice to teachers as they take a closer look at learning in Scottish primary schools and the lower stages of secondary schools where the teachers are implementing a curriculum based on the 5-14 Guidelines. The guide describes three main sources of assessment information: information from day-to-day activities carried out by teachers as part of teaching; information from special tasks and tests used by teachers for specific purposes; and information obtained from taking a closer look at what pupils are learning, and the ways in which they are learning, to identify appropriate next steps. The first part of the guide introduces key ideas in diagnostic assessment. Parts 2 and 3 of the guide concern Reading and Writing. Chapter 2 (Taking a Closer Look at Learning to Read) looks at the teaching and assessment of reading in terms of the purpose for which that reading is undertaken. Chapter 3 (Diagnostic Procedures in Reading) considers what is involved in taking a closer look at pupils' reading. Chapter 4 (Promoting Success in Reading) suggests ways in which diagnostic procedures may be put into practice. Chapter 5 (Areas for Exploration) presents strategies which teachers can use to promote successful reading. Chapter 6 (Examples of Diagnostic Procedures) provides examples of the use of diagnostic procedures by teachers in a variety of aspects of classroom teaching. Chapter 7 (Taking a Closer Look at Learning to Write) highlights the ideas which underline the teaching and assessment of writing. Chapter 8 (Diagnostic Procedures in Writing) is concerned with what is involved in taking a closer look at pupils' writing and suggests ways in which evidence can be gathered and acted upon. Chapter 9 (Areas for Exploration) presents strategies which teachers can use to promote successful writing. (NKA)

ED 439 415 CS 013 934

Born To Read--Florida Style. Videotape .
PUB DATE- 00
NOTE- 0p.; Closed captioned. Funded by the Federal Library Services and Technology Act.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Early Childhood Education; *Early Parenthood; Parent Child Relationship; *Parenting Skills; Program Descriptions; *Reading Aloud to Others; Videotape Recordings
IDENTIFIERS- Florida

This 14-minute videotape recording describes Florida's Born to Read program, which teaches young at-risk parents the importance of reading to their children, even infants and toddlers. It notes that librarians, health care providers, and community service organizations form partnerships that reach out to at-risk expectant and new parents. In the videotape, young parents, librarians, health care providers, and community

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Cultural Awareness; *Cultural Pluralism; Elementary Education; Higher Education; Preservice Teacher Education; *Reader Response; *Teacher Attitudes; *Teacher Response
IDENTIFIERS- Cultural Integration; *Flexibility (Attitude); Holocaust Literature; Multicultural Literature; Response to Literature; *Social Justice

A study examined personal written responses of novice white teachers to address methods, patterns, and implications of teachers' responses to powerful and provocative multicultural children's literature. Ten children's books were read orally and 150 responses from 15 graduate students in an elementary education course were analyzed qualitatively and quantitatively. Results indicated that: (1) the most emotionally powerful books were those pertaining to the Holocaust, drugs and their proliferation, and paternal neglect and abuse; (2) teachers reacted negatively to descriptive words, language and writing style of the most socially provocative books; (3) all teachers would use the books about gender in their classrooms; (4) books about war would be used, but not those with graphic details of the sadness of human experience; and (5) teachers were unexpectedly cautious in revealing personal reactions to the books. Findings suggest that an education course to develop teachers' sensitivity to diversity is a good beginning of awareness, but changing white, middle-class teachers' values and attitudes must take many varied and sustained approaches. (Contains 33 references and 3 figures of data.) (EF)

ED 439 437   CS 217 048

Holliway, David R.
It Looks Like a Goose: Composing for the Informational Needs of Readers.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Descriptive Writing; Grade 5; Grade 9; Information Needs; Intermediate Grades; Junior High Schools; Reader Text Relationship; *Writing Improvement; Writing Research; *Writing Skills
IDENTIFIERS- Tangrams

This study addressed whether "reading-as-the-reader" can improve fifth- and ninth-grade students' abilities to compose descriptive writing consistent with their readers' informational needs. There were 206 participants: 154 writers (78 fifth graders and 76 ninth graders) and 52 ninth-grade readers. The study adapted the referential communication design from Traxler and Gernsbacher (1992 and 1993) to investigate whether young writers can benefit from a perspective-taking task as they compose and revise their descriptions of tangrams (Chinese geometric puzzles) over three separate writing sessions. Three perspective-taking conditions were contrasted: a numerical feedback condition, a "rating other" description

caiman.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Conflict; Foreign Countries; Instructional Effectiveness; *Interpersonal Communication; *Multimedia Instruction; Postsecondary Education; Training Methods; Training Objectives
IDENTIFIERS- *Avoidance Learning; Cognitive Apprenticeships; *Conflict Management; Learning Environment; Students as Subjects

A multimedia training concept was developed which aims at reducing misunderstandings and thus avoiding conflicts by fostering a more differentiated understanding of utterances. Based upon the principles of the cognitive apprenticeship approach, a tool--the multimedia learning environment "CaiMan"--presents video sequences of dyadic conflict situations to the subjects. The subjects have to analyze the utterances of both conversational partners (persons A and B in the video sequence) according to three functions--appeal, expression, and representation. A study was conducted to test the effectiveness of the training approach--the training aims at improving the individual's ability to analyze and understand conversational utterances as well as their accompanying nonverbal signals. Subjects were 27 students who participated in a communication training course at the Technical University of Munich. Training in analyzing conversational utterances (of persons A and B in the video) consisted of four training sessions and two testing sessions (the introductory and the final). Looking at the quality of analysis of the conversational utterances, it was found that a significant improvement from the introductory to the final session took place. Findings suggest that the majority of the subjects were convinced that they could improve their own everyday interpersonal interactions using the skills they had acquired in the training. (NKA)

ED 439 458 CS 510 270

Noble, Steve
Learning To Dance and Why Is It Men Lead and Women Follow: Popular Theatre's Potential for Disrupting Everyday Rituals of Power.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Existentialism; Higher Education; *Power Structure; *Social Change; *Theater Arts
IDENTIFIERS- *Marginality; Rituals; *Theater of the Absurd

This paper discusses the Theatre of the Absurd as a type of popular theater which can be used as a weapon of deconstruction and a tool for empowerment for marginalized social, economic, and political groups. It raises the issue of how institutions, most notably educational institutions, invoke rituals to enforce regimes of normalcy. The philosophical basis of the paper is the idea of ritual as foundation for power, which is incorporated into the paradigm of power-as-dance. The paper begins by discussing power in relationships between men and women, in situations of confession, in institutional

Motivations for School Board Membership: Implications for Superintendents and District Accountability.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrator Attitudes; Board Administrator Relationship; Board Candidates; *Boards of Education; Elementary Secondary Education; *Governance; *Participative Decision Making; *Politics of Education; Superintendents

This paper examines how motivations for school-board membership influence individual board member's agendas. It suggests the implications of individual agendas for board dynamics and superintendents when both must be accountable to state and federal mandates and their own district's desire to collaborate to improve academic achievement for all children. Data for the report were obtained through traditional qualitative methods. Ten school-board members (five males, five females) participated in open-ended interviews. Triangulation through interviews with the superintendents of the participants' districts and with colleagues of the participants was also performed. Interviews were supplemented with the examination of board minutes and voting patterns. Three key findings emerged from the study: (1) board members motivated by personal agendas were more likely to micromanage--an approach that appeared to inhibit collaborative processes and full board participation in decision making; (2) "reformers" were more likely to make decisions in a collaborative manner--sample board members who were placed in the reformer quadrant were more likely to empower others in decision making; and (3) some board members felt they had lost equal input and voice to single-issue board members, expressing concern that the personal-agenda board members pushed too hard for rapid change without considering all factors first. (Contains 24 references.) (RJM)

ED 439 481   EA 030 277

Shields, Marie S.
Improving Student Achievement in Today's High Schools: What Works.
PUB DATE- 99
NOTE- 49p.; Paper presented at the Phi Delta Kappa International Conference on Effective Schools (Houston, TX, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Change Strategies; Curriculum Design; Educational Change; High Schools; *Instructional Effectiveness; *Professional Autonomy; Teacher Administrator Relationship
IDENTIFIERS- Maine

This paper is based on a study of two high schools in Maine that achieved outstanding and consistent gains in English, math, and science over a 5-year period. Three strands of inquiry were used for the study: surveys, interviews, and observations. A multiple-perspective approach was used to integrate the information so as to evaluate the perspectives of the teachers, the administrators, and the students in comparison to what was actually taking place in the classrooms. Two questions guided provide alternatives to the traditional comprehensive high school, and many focus on defining their expectations and narrowing the types of students they serve. (Contains 11 Web addresses.) (RJM)

ED 439 502 EA 030 310

Keeping Schools and Students Safe. EdFact Resource Guide.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; Government School Relationship; Safety Education; *School Safety; *School Security; *Student Welfare

This guide provides a partial list of the resources available to help educators, parents, and community leaders address questions about student safety. It presents resources that parents and families can turn to for help, including the Colorado University Center for the Study and Prevention of Violence, Talking Teen to Teen, the Center for Effective Collaboration and Practice, and Partnerships Against Violence Network. The document includes the names of publications about community support for teens, such as "The Youth Charter: How Communities Can Work Together to Raise Standards for All Our Children," "Lost Boys: Why Our Sons Turn Violent and How We Can Save Them," "The Prevention of Youth Violence: A Framework for Community Action," "What Works in Reducing Adolescent Violence: An Empirical Review of the Field," and "Warning Signs of Teen Violence." The publication lists information and program ideas that schools can use to effect student safety. These include the Education Commission of the States; The National Crime Prevention Council; California Department of Education; Safe School and Violence Prevention Office; "Keeping Schools and Communities Safe"; "National School Safety and Security Services"; "Early Warning, Timely Response: A Guide to Safe Schools"; "National Association of School Psychologists"; "Keep Schools Safe"; "Prevent Violence"; "Safe and Drug Free Schools Program"; and the National Criminal Justice Reference Service. (Contains 21 Web addresses of suggested resource agencies.) (RJM)

ED 439 503 EA 030 311

High Schools in the Hot Seat: An Overview of Current Challenges. EdSource Report.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Educational Assessment; Educational Change; Educational Environment; *High Schools; *Needs Assessment; Student Characteristics; Students
IDENTIFIERS- California

This report takes a broad look at the status of California's high schools. It examines the demands being placed on schools, new systems for accountability, available data on the performance of students and schools, and the resources high schools currently devote to helping students achieve. The text focuses on the various factors that influence curriculum and requirements, such as how college admissions drive high-school project's first 3 years to structure interview and focus-group discussions so teachers can identify and describe specific behaviors and understandings that portray the 4 components of the "brain" metaphor. The study seeks to determine if Morgan's concepts have empirical referents in public education and can be used for future research; to learn whether the concepts have actual meaning for practitioners as opposed to researchers; and to determine if schools that function as "brains" provide distinct and effective services for their students. Results suggest that, taken collectively, these narratives and survey responses partially validate Morgan's framework. (Contains 43 references.) (DFR)

ED 439 523 EA 030 331

DuPont, Norman C., Ed.
The Governor's Summit on Safe Schools in Safe Communities. Paper Presented at the Public Policy Forum on Collaborative Strategies for Preventing Violence in Society (Cranston, RI, October 1, 1998).
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *School Community Relationship; *School Safety; *Violence
IDENTIFIERS- Rhode Island

This conference focuses on one of the most problematic effects of limited emotional competency--violence. It reflects an awareness that violence requires the involvement of multiple participants from various perspectives. With the collaboration of those who deal with violence in some manner (e.g., educators, police and law enforcers, mental health counselors, business owners, etc.), the prospects are greatly increased that effective strategies can be further developed to decrease the incidence and threat of violence, while making schools and communities safe environments. The paper contains addresses by the Rhode Island Director of the Department of Mental Health, Retardation, and Hospitals; the Governor of the State of Rhode Island; the President of Salve Regina University; and the Chair of the Violence Prevention Task Force for the National Academy of Pediatrics. A post-presentation question-and-answer period is supplied. (DFR)

ED 439 524 EA 030 332

Silverman, Robin L.
"Where Do We Turn? What Should We Do?" Processes To Help Educators and Their Students Recover from a Natural Disaster. A Monograph for the Plan for Social Excellence.
SPONS. AGENCY- Plan for Social Excellence, Inc. Tampa, FL.
PUB DATE- 99
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coping; *Curriculum Development; Elementary Secondary Education; Emergency Programs; *Floods; Natural Disasters; Student Welfare
IDENTIFIERS- South Dakota

children ranging from kindergarten to eighth grade. Results from the survey indicate that the majority of participants agreed that inclusion should consist of educational teaming that involves a collaborative classroom method and a special education teacher as part of the classroom. Participants indicated that cooperative learning was vital to inclusion, a whole language curriculum was effective, and storytelling was an important part of the curriculum. Just over half of the participants indicated they employ the point-and-level system of classroom management (a token economy with increasing levels of privileges). The majority of participants agreed that inclusion should consist of the following: (1) a special education teacher and speech-language pathologist as collaborative partners; (2) the use of self-monitoring classroom management; and (3) the educator's belief in the power to produce a desired effect. Tables with survey outcomes are attached. (Author/CR)

ED 439 544   EC 307 723

IDEA 1997: Let's Make It Work. Preliminary Analysis: The Law and Regulations. Revised.
PUB DATE- 99
NOTE- 102p.; For the first edition, see ED 416 638.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Disabilities; *Discipline; Diversity (Student); Early Childhood Education; Educational Legislation; Elementary Secondary Education; *Eligibility; *Federal Legislation; Federal Regulation; *Individualized Education Programs; Parent Participation; Preschool Education; *Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This publication is designed to assist teachers, parents, and administrators in understanding what the recently reauthorized Individuals with Disabilities Education Act, both law and regulations, now requires, and how the provisions of both the law and regulations affect services and programs for children with disabilities. It provides information about both statutory and regulatory elements for the following 15 topical areas through a question-and-answer format: (1) general statutory questions, including definitions of disabilities and related services; (2) parental involvement, the use of private and public insurance, and procedural safeguards; (3) eligibility, including the new developmental delay option; (4) cultural diversity; (5) evaluation and re-evaluation; (6) Individualized Education Programs (IEP), including special education and related services, the content of the IEP, the IEP team, development, review, and revision of the IEP, and least restrictive environment; (7) early childhood; (8) procedural safeguards; (9) mediation; (10) behavior and discipline, including due process protections, suspension and expulsion, and provision of educational services; (11) state/local fiscal and management responsibilities; (12) private school placements; (13) performance goals, indicators, and assessments; (14) personnel development and standards; and (15) national support programs (Part D). An extensive summary of the law is included. (CR)

ED 439 545   EC 307 724

Elementary Secondary Education; Legislators; *Lobbying; Mass Media; *Policy Formation; Political Issues; Public Officials; *Special Education

This handbook is designed: (1) to empower individuals working with people who have disabilities to be a force for meeting the policy challenges in the communities in which they live and work; and (2) to help them to channel their strength, commitment, and knowledge of the special education field into effective advocacy efforts. The handbook includes background and technical information to help in implementing positive special education policies. It describes the history and evolution of current concerns and explains successful advocacy efforts upon which to draw. It discusses the basic tools for advocacy, which include knowledge of the legislative or regulatory process, effective communication skills, and effective access to the media. It illuminates what motivates both elected and non-elected officials, what catches their attention, and what makes them respond and demystifies policy-making. The handbook also offers advice on building coalitions, framing key issues, packaging important information, and using the media as a tool to advance a cause. A glossary and several masters for overhead transparencies conclude the handbook. (Contains 13 references.) (CR)

ED 439 564 EC 307 743

Diagnostic Classification 0-3: Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood.
PUB DATE- 99
NOTE- 137p.; For the 1994 edition, see ED 377 601.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Case Studies; *Child Development; *Classification; *Clinical Diagnosis; Disability Identification; Emotional Adjustment; Emotional Development; *Emotional Disturbances; Evaluation Methods; Infants; Interdisciplinary Approach; Interpersonal Relationship; *Mental Disorders; Toddlers; Young Children

The diagnostic framework presented in this manual seeks to address the need for a systematic, multi-disciplinary, developmentally based approach to the classification of mental health and developmental difficulties in the first 4 years of life. An introduction discusses clinical approaches to assessment and diagnosis, gives an overview of the classification system, and offers guidelines for diagnosis. In the classification, the focus is on developmental issues with dynamic processes, such as relationships and developmentally based conceptualizations of adaptive patterns of central importance. The diagnostic framework consists of five axes: Axis 1--primary classification (e.g., disorders of affect, anxiety disorders, mood disorders, sleeping and eating behavior disorders); Axis 2--relationship disorder classification (e.g., overinvolvement, underinvolvement, anger/hostility, abuse, sexual abuse); Axis 3--medical and developmental disorders and conditions; Axis 4--psychosocial stressors; and Axis 5--functional emotional developmental level. Appendices include the Parent-Infant Relationship Global Assessment Scale, descriptive criteria for patterns of multi-system developmental disorder, and an outline of the classification system. Seventeen case vignettes are provided, as is an index to primary diagnoses of cases. (CR)

Advice" (Liz Russell). (GR)

ED 439 583 EF 005 403

Wood, Jean; Littlewood, Michael
A Guide to the Management and Maintenance of School Grounds.
SPONS. AGENCY- Environment Dept., London (England).
PUB DATE- 96
NOTE- 187p.; Colored photographs may not copy clearly. Published "in association with English Nature."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Guidelines; Planning; Public Schools; *School Maintenance
IDENTIFIERS- *School Yards

This guidebook helps schools identify their maintenance requirements, choose the best organizational model of maintenance to ensure they receive a good quality service for their money, and help teachers and administrators achieve whole school awareness and commitment to school maintenance management. Sections address evaluating a school's maintenance situation, understanding what the different types of grounds maintenance organizations do, choosing the most appropriate kind of maintenance agreement, and deciding who to work with. Also included are several case studies. Appendices provide a maintenance calendar, a glossary of terms, a list of professional organizations and other useful resources, and a guide to contract letting and monitoring. (GR)

ED 439 584 EF 005 404

Kenny, Kate
Grounds for Learning: A Celebration of School Site Developments in Scotland.
PUB DATE- 96
NOTE- 102p.; Colored photographs may not reproduce clearly. Sponsored by Amerada Hess Ltd. and Scottish National Heritage.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Curriculum Development; *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Guidelines; Planning; Public Schools
IDENTIFIERS- *School Yards; Scotland

This manual contains ideas and descriptions of some of the best ways Scottish schools can use and develop their grounds. Chapters examine the process of change from getting started to planning and making the necessary changes. Specific topics include setting up the management structure, surveying the school grounds, identifying needs and solution planning, implementing and adjusting the plans, dealing with multicultural issues, linking ground development with the curriculum, and addressing special needs issues. Case studies are included. Appendices provide a list of resources and organizations that can assist schools in their grounds development and a reference list of the schools featured in the manual. (GR)

Constraints in Phonology"; "A Language of Our Own: The Genesis of Michif, the Mixed Cree-French Language of the Canadian Metis"; "The Projection of Arguments"; "Facilitating Orthography Development with Mother-Tongue Speakers"; "University College London Working Papers in Linguistics, Volumes 8 and 9"; "Psychology for Language Teachers: A Social Constructivist Approach"; "Reference and Referent Accessibility"; "Approaches to Language Typology"; "Anaphora and Conceptual Structure"; "Semiotic Grammar"; "A Theory of Predicates"; and "Salsa V: Proceedings of the Fifth Annual Symposium about Language and Society." Articles are extensively referenced. (KFT)

ED 430 606 FL 026 197

Jones, Nathan B.
Action Research, Learning Styles, and EFL/ESL Writing.
PUB DATE- 98
NOTE- 31p.; Revision of a paper presented at the Trends in Second Language Teaching and Learning Conference (Ottawa, Ontario, Canada, May 22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Chinese; *Cognitive Style; College Students; *English (Second Language); Foreign Countries; Higher Education; Instructional Innovation; Learning Motivation; Learning Strategies; Limited English Speaking; Second Language Instruction; Second Language Learning; Teacher Education; Teacher Student Relationship; *Writing Apprehension; Writing (Composition); *Writing Instruction
IDENTIFIERS- Myers Briggs Type Indicator; National Tsing Hua University (Taiwan); Taiwan

This paper offers an example of how to apply action research to improve English-as-a-Foreign-Language (EFL)/English-as-a-Second-Language (ESL) writing instruction. This research was conducted over a 5-year period while the researcher taught 9 semester-long sections of advanced EFL writing to Taiwanese undergraduates. Using Reid's (1987) Perceptual Learning Style Preference Questionnaire and the researcher's own open-ended surveys, information was systematically analyzed and gathered about students' learning style preferences. The underlying goal of the study was to understand the relationship between learning styles and EFL/ESL writing, and to subsequently understand the students and better discern what approaches would both accommodate and challenge them. The Myers-Briggs Type Indicator with its four Jungian categories of types (extroversion-introversion, sensing-intuition, thinking-feeling, judging-perceiving) was used. It was found that students were generally hostile to any writing instruction because their primary goal in learning English was to learn to talk to foreigners, not to write to them. It is concluded that teachers should first try to explore systematically the learning style preferences of their students before beginning to teach. (Contains 38 references.) (KFT)

ED 430 607 FL 026 198

Hogan-Brun, Gabrielle, Ed.; Jung, Udo O. H., Ed.
Media, Multimedia, Omnimedia: Selected Papers from the CETaLL Symposium on the Occasion of the AILA World Congress (11th, Jyvaskyla, Finland, August 4-9, 1996) and Man and Media Symposium (5th, Nancy, France, June 5-7, 1997). Bayreuth

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Classroom Techniques; *Creative Writing; Culturally Relevant Education; *English (Second Language); Language Rhythm; Limited English Speaking; *Literacy Education; *Poetry; Reading Writing Relationship; Second Language Instruction; Second Language Learning; Writing (Composition)
IDENTIFIERS- ERIC Digests
Poetry can be used in the adult English-as-a-Second-Language (ESL) classroom with all learners, even those with limited literacy and proficiency in English. Learners can read, discuss, and write about poems and how they speak to their lives. They can create poems of their own to express their feelings, thoughts, or beliefs. This digest suggests ways to select and use poetry in adult language and literacy classes and provides information about poetry collections and resources for further reading. Choosing poems related to a single theme can build knowledge and vocabulary focused on a specific topic. Teachers may want to consider trying to publish the poems of their students, too. As with any writing about personal experiences, poems can become part of a larger exploration of a theme as a class considers, reads, and writes about related cultural, social, economic, and political issues. Poetry provides adults with rich learning opportunities in language, content, and community building. Repetition of words and structures typifies poetry, and poetry encourages language play with rhythmic and rhyming devices. Poetic themes are often universal. When teachers and learners write and read poetry together, they connect with texts and with one another in powerful ways. (Contains 24 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 439 627 FL 801 363

Maryland Adult English as a Second Language Program Standards.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; *English (Second Language); Literacy Education; *Program Descriptions; Program Development; Records (Forms); Second Language Instruction; Second Language Learning; *State Standards; Worksheets
IDENTIFIERS- *Maryland
This document is an official statement of the State of Maryland, outlining in detail the state's adult English-as-a-Second-Language (ESL) program standards. The standards are not specific instructional standards, but rather overall guidelines for identifying and improving major components of quality adult ESL programs. The document has three parts. In part one, the introduction, there is a mission statement, a statement of the purpose and use of the program standards, as well as statements of key objectives and operating assumptions of adult education instruction. In part two, adult ESL standards and sample measures, there are sections detailing: program structure, administration, and planning; curriculum; instruction; recruitment, intake, and orientation; retention and transition; assessment, evaluation, and educational gains; staffing, professional development, and staff evaluation; and support

with grade point average is lower than it used to be. Differences were also found between disciplines, with some evidence of grade inflation found for science majors. (Contains 17 references.) (RH)

ED 439 647 HE 032 721

Roth, Andrew Paul
State-Sponsored, Tax-Advantaged College Savings Plans: A Study of Their Impact on Contemporary Understanding of the Public-Versus-Private Responsibility To Pay for Higher Education Issue. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 73p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Content Analysis; Educational Finance; Educational Responsibility; Family Financial Resources; Family Income; Government Role; Higher Education; *Parent Financial Contribution; Parent Responsibility; Paying for College; *Policy Formation; *Privatization; Public Policy; State Aid; State Programs; *Student Financial Aid; Student Loan Programs; *Tuition
IDENTIFIERS- *ASHE Annual Meeting; Tuition Prepayment; *Tuition Savings Plans

State-sponsored, tax-advantaged college savings programs (prepaid tuition plans, college savings trusts, and college savings bonds) have proliferated since 1994. This study, which examined 160 documents from 44 states, focuses on their effect on policy, and on the debate over public-versus-private responsibility to pay for higher education, as well as the corollary issues of access and equity. Plans were found to range in a continuum from greater public responsibility to greater private responsibility, with recent state actions leaning towards the private end. Rhetorical analysis, which focused on what states said they were doing, revealed three major themes of public discourse surrounding the adoption, implementation, and promotion of state-sponsored tax-advantaged plans: the economic value of higher education; state duty to provide educational opportunity and encourage/assist citizen participation; and student debt reduction and anti-generational burden shifting. Content analysis of state programs, which focused on what states were actually doing, concentrated on factors most relevant to the public-versus-private issue: program type; guarantees; state contribution; tax treatment; and state financial aid. This analysis confirms the position that parents should bear most of the burden; state rhetoric offers the same conclusion. A taxonomy of state programs is appended. (Contains 59 references.) (RH)

ED 439 648 HE 032 722

Holland, A. Priscilla; Miller, Michael T.
Faculty as Donors: Why They Give to Their Employing Institutions.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *College Faculty; *Donors;

Reposa, Judi; Romond, Bill; Soule, Chuck; Tuscany, Bonnie.
Technology in the Classroom: Computers and Instruction in Vermont's Schools.
SPONS. AGENCY- Josephine Bay Paul and C. Michael Paul Foundation, New York, NY.
PUB DATE- 98
NOTE- 16p.; Additional support provided by the Regional Alliance for Science Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; *Community Involvement; *Computer Uses in Education; Courseware; Educational Technology; Elementary Secondary Education; Glossaries; *Information Technology; *Internet; *Parent Participation; Student Motivation; Teaching Styles
IDENTIFIERS- Technology Integration; Technology Plans; *Technology Utilization; Vermont; Web Sites

This guide on technology gives parents and community members an understanding of how information technology is an essential part of children's education in Vermont's schools. The first section provides an overview of technology, including: using technology to collect, share, and analyze information in ways that were impossible ten years ago: changes in teaching styles and the ability to accommodate a greater range of learning styles; broadening learning opportunities; the importance of technology skills for employability and citizenship; and using technology to interest children in learning. Areas for parents and community members to examine in order to become involved are suggested in the second section, including questions about technology planning. standards, use of software to promote creativity and problem-solving, access to technology, and Internet policy. Also included are: a glossary; examples of the use of technology for a weather watch activity, redrafting and simulations, music composition, and history instruction; a chart showing the "how" and "why" of several examples of the use of technology; and a list of print and World Wide Web resources. (MES)

ED 439 666 IR 019 935

Ohler, Jason
Taming the Beast: Choice & Control in the Electronic Jungle.
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Electronic Publishing; Electronic Text; *Information Technology; Social Influences; Technological Advancement
IDENTIFIERS- Information Age; *Technology Role

This book discusses and develops similar strategies for a variety of new media, primarily focusing on those that are emerging by way of the Internet. It also evaluates whether these new technologies are helpful in satisfying user need. Chapter One explores the tension created by an emotional versus rational relationship with technology. It examines what bothers people about technology and how to expand cultural literacy to include seeing technology with a new awareness. Chapter Two constitutes a technology assessment guide. The reader, assuming a position as agent of the fictitious Science and Technology Administration (STA), is led through a series of questions about technology in order to determine for him- or herself its

Chen, Li-Ling
Internet Training Manual for Educators.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Uses in Education; *Online Searching; Teacher Education; Training; Workshops; World Wide Web

A series of Internet workshops funded through the Research Excellence Fund of the State of Michigan and administered by the Projects for Urban and Regional Affairs at the University of Michigan-Flint was provided to all of the educators in Beecher Community School District, Flint, Michigan. Training consisted of 5 two-hour workshops during the beginning of the winter semester of the 1998-99 academic year. This manual is designed to accompany the Internet training workshops. The first workshop introduced the definition and history of the Web and provided instruction on online library and educational database searches, and the use of search engines. The second workshop covered the use of Usenet and newsgroups for information sharing and teaching. The third session presented successful examples of the use of the Web in building rich pedagogical and curricular environments. The fourth and fifth sessions prepared participants to design and produce their own Web pages. Following the completion of the training, participants will be able to: (1) navigate and do searches on the Web using a Web browser; (2) identify legal and ethical resources for determining the legality of options from on-line graphics to copyright law restrictions; (3) identify curricular areas that can be supported well with Web resources, and those that cannot; (4) identify free and commercial sites on the Internet that are available to support specific classes; (5) use the jargon of the Internet; (6) understand how Web pages are designed and the coding that is needed to create these pages; (7) participate in support groups and develop skills that can provide for local district/building needs; and (8) employ effective instructional strategies when teaching with the Web. (Contains a glossary.) (AEF)

ED 439 687 IR 019 959

Meder, Sharon
Documenting Internet Technology Competencies of Graduate Education Students through Web-Based Instruction and Electronic Portfolios.
PUB DATE- 99
NOTE- 116p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Mediated Communication; Curriculum Development; *Faculty Development; Graduate Study; Higher Education; Information Technology; *Portfolios (Background Materials); *Teacher Competencies; *Teacher Education; *World Wide Web
IDENTIFIERS- *Electronic Portfolios; Nova Southeastern University FL; *Technology Integration

This practicum was designed to provide a means for students in the graduate education program at Nova Southeastern University (Florida) to demonstrate that they can successfully incorporate Internet information and communication technologies into

IDENTIFIERS- *Student Handbooks; *University of California Los Angeles

This Handbook is divided into five main sections. Section one provides general information, including the Library and Information Science (LIS) calendar for 1998-99; LIS administration; programs sponsored by the LIS Department; facilities and resources; campus facilities and resources; student support/services; other student facilities; communication; essential LIS and university policies and procedures; programmatic information relevant to all LIS students; opportunities for publication; and commencement. Section two deals with the MLIS programs, and includes information on cooperative degree programs; courses and course options; faculty counselor/faculty advisor; specialization areas, core courses, specializations and focus areas; the thesis option (Plan 1); the comprehensive examination (Plan 2); the portfolio assessment (Plan 2); and disqualifications and appeal of disqualification. Section three focuses on the post MLS Certificate of Specialization. Section four outlines the Doctoral Program, including a general description; goals and objectives; stages in the doctoral program; academic residence and time-to-degree requirements; overview of administrative roles; course work and the written qualifying exam (Stage 1); Oral qualifying exam (defense of dissertation proposal) (Stage 2); dissertation and oral defense (Stage 3); yearly formal evaluations; disqualification and appeal of disqualification; and Ph.D. checklist and timetable. Section five provides information on the California Library Media Teacher Credential. Grading policy and procedure and a list of graduate methods courses offered by other UCLA departments are appended. (AEF)

ED 439 709   IR 057 803

The Portfolio Assessment Requirement.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Degree Requirements; Higher Education; *Information Science; Library Science; *Masters Programs; *Portfolios (Background Materials); Student Evaluation
IDENTIFIERS- *University of California Los Angeles

This document outlines the Portfolio Assessment Requirement for students entering the Master of Information Science (MIS) program at the University of California, Los Angeles in the fall of 1997 and after who have the option of preparing a portfolio or writing a thesis. First, the two general and three specific goals of the portfolio assessment are listed. The document then provides information on the portfolio preparation; components of the portfolio (self-assessment, examples of student work, record of student's advising history, professional resume, other supporting documentation that the student wishes to present); the professional development class; major paper component; portfolio submission; portfolio presentation; and portfolio evaluation. (AEF)

ED 439 710   IR 057 804

Borgman, Christine L.
Biennial Narrative Report to the American Library Association

and special needs services. This document describes the use of these federal funds for 1998 library programs and services in Alabama's seven congressional districts. When public library service areas are included in two congressional districts, they are listed in each district and noted by an asterisk. The 1998 LSTA Advisory Council members, APLS Executive Board, and APLS Division Directors are listed at the end of the document. (AEF)

ED 439 732   IR 057 626

Raspa, Dick, Ed.; Ward, Dane, Ed.
The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe.
PUB DATE- 00
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; College Faculty; *Cooperative Planning; *Cooperative Programs; Higher Education; *Librarian Teacher Cooperation; Librarians; Library Services; Partnerships in Education

This book of essays is about collaboration between librarians and faculty serving as a map to tomorrow's territory of higher education. Each chapter in this book explores the possibilities of librarians and faculty working together across disciplines and traditional university boundaries. Essays include: "Listening for Collaboration: Faculty and Librarians Working Together" (Dick Raspa and Dane Ward); "Creating Connections: A Review of the Literature" (Doug Cook); "Case Studies in Collaboration: Lessons from Five Exemplary Programs" (Scott Walter, Susan Ariew, Sarah Beasley, Mike Tillman, and Jennie Ver Steeg); "New Science and Collaboration in Higher Education" (Dick Raspa and Dane Ward); "Collaborations in the Field: Examples from a Survey" (Bee Gallegos and Thomas Wright); "The Librarian as Networker: Setting the Standard for Higher Education" (Shellie Jeffries); "A Postmodern Directory of Electronic Resources on Librarians and Faculty Working Together" (Dane Ward and Doug Cook); and "The Future of Collaboration between Librarians and Teaching Faculty" (Jean Caspers and Katy Lenn). (AEF)

ED 439 733   JC 000 201

Fickes, Patricia; Cunningham, Stephen
Pennsylvania College of Technology Project Profile Report, 1999.
PUB DATE- 99
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Adult Students; Annual Reports; Educational Trends; Employment Patterns; Program Evaluation; Questionnaires; *School Demography; Sociocultural Patterns; *Student Surveys; Tables (Data); Technical Institutes; Two Year Colleges
IDENTIFIERS- *Pennsylvania College of Technology

The Project Profile is a biannual document providing a series of comparative reports about student demographics and related characteristics at the Pennsylvania College of Technology. Data

Section 6, on instructional strategies, includes information on engaging instructional strategies, multiple intelligences, and assessing how students learn. Section 7, on assessment, contains: a definition of assessment; Bloom's taxonomy; comparison of typical and "authentic" tests; framework of assessment approaches and methods; multiple intelligences assessment menu; and materials for development and use of rubrics. Section 8 provides an agenda and all required materials for a two-day training session on integrated teaching and learning. Section 9 contains project examples. Section 10 is a glossary. (YLB)

ED 439 232 CE 079 824

Kucker, Marsha, Comp.
Tech Prep. South Dakota Career Activities for the Classroom, 4th Edition, 1998-1999.
SPONS. AGENCY- South Dakota State Dept. of Education, Pierre. Div. of Workforce and Career Preparation.
PUB DATE- 98
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Apprenticeships; *Career Education; Curriculum Development; Elementary Secondary Education; *Employment Potential; *Entrepreneurship; Instructional Materials; Integrated Curriculum; Learning Activities; *Parent Participation; Portfolio Assessment; Portfolios (Background Materials); Student Projects; *Teacher Participation; *Tech Prep
IDENTIFIERS- Job Shadowing; South Dakota

This document presents a sampling of projects and activities that have been implemented in Tech Prep training in South Dakota, or will be implemented during the upcoming school year. The projects and activities are categorized into 12 areas: career clusters; career units and activities; curriculum materials; employability skills; entrepreneurship; faculty involvement; integrated learning projects; internships; job shadowing; parental involvement; portfolios; and standards based curriculum. Each project or activity uses the following syllabus format: title; school/district; contact person; subject/program area(s); grade(s); project goal; project objectives; career readiness/employability skills; project duration; required materials and resources; instructional activities; assessment; and necessary handouts, worksheets, or other materials. Project and activity titles include Career Pathways; Increasing Your Options; Stock Market Game; Pursuing Your Dreams: Career Planning; Businessperson Interview and Biography; Baseball in Our Culture; World of Work: Internships; Parents as Partners in Career Education; and Portfolios in the Classroom. Other contents include career cluster charts and National Career Development Guidelines. (YLB)

ED 439 233 CE 079 826

Nyhan, Barry, Ed.; Attwell, Graham, Ed.; Deitmer, Ludger, Ed.
Towards the Learning Region: Education and Regional Innovation in the European Union and the United States. CEDEFOP Reference Document.
PUB DATE- 99
NOTE- 150p.; Papers organized in the conference "Akron Forum on Regional Collaboration to Develop Learning Strategies for the Global Economy (Akron, OH, February 9-11, 1998).

following topics are discussed: (1) the richness of oral history; (2) the subjects of oral history; (3) making community connections; (4) strategies for oral history projects; (5) the oral history and writing project; (6) using oral history in a standard-based society; and (7) the connectedness and meaning of oral history. Appendixes contain a bibliography that lists 10 references with war veteran themes and 16 books with intergenerational themes; a simple scoring rubric for biographies; steps for guided reflection; and 6 additional references. (KC)

ED 439 250 CE 079 865

Swick, Kevin J.; Winecoff, Larry; Nesbit, Ben; Kemper, Richard; Rowls, Michael; Freeman, Nancy K.; Creech, Nena; Mason, Janet; Kent, Laura Brinker
Service Learning and Character Education: Walking the Talk. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Educational Practices; Elementary Secondary Education; *Moral Development; Outcomes of Education; *Personality Development; Program Development; Program Effectiveness; Resistance to Temptation; *School Community Programs; School Community Relationship; Self Control; Self Motivation; *Service Learning; Teaching Methods
IDENTIFIERS- *Character Education

This guidebook is designed to provide teachers, schools, parents, and other community leaders with the needed ideas, strategies, and resources to combine service learning and character education in meaningful educational activities for children and young people. The booklet contains seven short sections that provide an overview of character education and service learning and suggest ways to integrate the two processes in the school setting. The following topics are covered: (1) the essential elements of character education; (2) the connection between service learning and character education; (3) the key to effective character education; (4) youth leadership in character education programs; (5) the essential elements that promote character development; (6) impacts that should be expected from character education programs; and (7) the importance of character education. The guide also contains a resource section that lists five service learning organizations, seven character education organizations, five selected readings, and five references. (KC)

ED 439 251 CE 079 872

Kraak, Andre; Hall, Graham
Transforming Further Education and Training in South Africa: A Case Study of Technical Colleges in KwaZulu-Natal. Volume One: Qualitative Findings and Analysis.
PUB DATE- 99
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)

*Job Satisfaction; *Participant Satisfaction; *Postsecondary Education; *Student Attitudes; Vocational Education; Vocational Followup
IDENTIFIERS- Educational Marketing

Data were obtained for 9,518 former students from 370 postsecondary institutions in 14 states to provide a general answer to the question, "What kinds of occupational experiences are persons enrolled in postsecondary career-oriented programs likely to have after they leave the educational institutions?" This follow-up survey was undertaken by the Counseling for High Skills project at Kansas State University, a demonstration project aimed at using "customer satisfaction" data to encourage more persons to consider enrolling in a postsecondary career-oriented institution. Findings indicated more than 7 in 10 respondents would take the same program and attend the same institution, but 1 in 4 former students would not; more than 50 percent rated "quality of program content" and "instructors" as "high"; and the lowest ratings were found in "job placement assistance." More than half of all former students indicated they were "better off" with new jobs; 11 percent reported themselves to be "worse off." Almost 3 in 4 said they were "very dissatisfied" or "dissatisfied" with their first job after leaving the educational program; only 1 in 5 judged themselves to be "slightly or very satisfied." Slightly over 50 percent of former students reported their first job was exactly the kind of work for which they had prepared; another 27 percent said it was "somewhat related." (YLB)

ED 439 269 CE 079 910

McLaughlin, Daniel; Hipps, Jerome
The Career Preparation Assessment: Results and Analyses from the 1996-1997 Pilot Test. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 92p.; Cover and title page title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Career Education; Education Work Relationship; Evaluation Methods; High Schools; Integrated Curriculum; *Interdisciplinary Approach; *Performance Based Assessment; Pilot Projects; *Portfolio Assessment; Questionnaires; Student Attitudes; *Student Evaluation; Student Surveys; Teacher Attitudes; Teacher Surveys; Validity; *Vocational Education
IDENTIFIERS- California

The Career Preparation Assessment (CPA) portfolio is an interdisciplinary, performance-based assessment of skills essential for the post-high school world. The CPA's value as an assessment tool was examined in a pilot test that was conducted in 1996-1997 with six California high schools. The following three data collection activities were conducted to determine the CPA's effectiveness in terms of implementation, student performance/assessment, and whole school change: (1) 8 pilot test teachers and 6 employers of entry-level workers scored the CPA portfolios submitted by 631 students from the 6 high schools; (2) 36 teachers at the 6 schools completed teacher surveys and participated in telephone interviews; and (3) 623 students completed a student survey. Major findings included the following: (1) successful implementation of the CPA and interdisciplinary standards-based assessments requires multiple

DESCRIPTORS- Child Rearing; Classroom Techniques; *Daily Living Skills; Decision Making Skills; Family Life; *Family Life Education; *Family Relationship; *Home Economics; Junior High Schools; Learning Activities; Middle Schools; Self Actualization; Student Organizations; Student Projects; Teaching Guides; Teaching Methods
IDENTIFIERS- Future Homemakers of America; *Texas Essential Knowledge and Skills

This teaching guide for the Skills for Living course, designed for 7th and 8th grade students in Texas, provides opportunities to explore family relationships and personal development, personal management, and planning for the future. Emphasis is on the importance of the family, effective communication skills, management skills, getting along with others, decision making, acceptance of responsibility, and child care practices. The first section includes introductory information about the course, course design, facilities and equipment, Future Homemakers of America, and use of the guide. The second section contains copy of the Texas Essential Knowledge and Skills (TEKS) for Home Economics Education, and the third section provides suggestions for teaching the course in a block plan. The fourth section provides instructional strategies for teaching the TEKS Skills for Living, while the sections thereafter provide blended activities and creative ideas for teaching the course, and 97 teaching aids keyed to the TEKS. (Contains 30 resources.) (KC)

ED 439 287 CE 079 932

Guide for Instructors of Adult ESOL. Quality Professional Development Project.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 99
NOTE- 130p.; For other guides in the Quality Professional Development Project, see ED 430 098-104 and CE 079 933-934.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Adult Education; Adult Educators; *Adult Students; Behavioral Objectives; Classroom Techniques; *English (Second Language); *Faculty Development; Instructional Materials; Learning Activities; Lesson Plans; Second Language Instruction; Student Evaluation; *Student Placement; Student Recruitment; *Teaching Methods

This manual on conducting an adult English for speakers of other languages (ESOL) program is designed for professional development of new ESOL instructors. It is one of three manuals developed to supplement a previous series of professional development manuals. The Adult ESOL Instructor Self-Directed Assessment is provided to assess prior adult ESOL teaching knowledge. Its answer key is correlated to the manual's page numbers for easy reference. Each of the five units consist of some or all of the following components: objectives; informational material; and references. The following are unit topics: (1) student orientation, assessment, and placement; (2) frameworks curricula: adult ESOL, adult vocational ESOL, workplace readiness, and citizenship; (3) adult ESOL instructional strategies; (4) student tracking: literacy completion points; and (5) your institution's adult education ESOL programs and resources (to be customized by the program manager). Appendixes include adult education acronyms, ESOL academic skills, sample lesson plans and activities, The evaluation focused on identifying the expectations that clients, staff, and management had for the project; assessing the impact the project had on clients, staff, management, and the environment in the units; and formulating recommendations. Evaluation of the pilot project indicates that participants generally did change in the direction of the hypothesis, and that further work needs to be done to consolidate the changes in management style and to ensure that changes in participants continue into the community. (JDM)

ED 439 306   CG 029 824

Hopkins, David
Suicidal Behavior: A Survey of Oregon High School Students, 1997.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Patterns; Cultural Influences; *High Risk Students; *High School Students; High Schools; Moral Values; Pregnancy; Prevention; Program Development; Questionnaires; Social Influences; Substance Abuse; *Suicide; Tables (Data)
IDENTIFIERS- Hurried Childhood

Suicide is the second leading cause of death in the 10- to 19-year-old population in Oregon. The suicide rate has increased more than five-fold in the last three and one-half decades. This trend can be reversed by developing an understanding of the characteristics, behaviors, and events associated with suicide in at-risk youth. The Youth Risk Behavior Survey (YRBS) is one tool available to identify suicidal ideation and behavior. Fifty high schools were randomly selected to participate in the survey. This report describes demographic, environmental, and behavioral characteristics associated with suicide attempts. Survey results determined that suicide is a persistent problem among Oregon's youth. Among those who attempt suicide, there is a spectrum of desires, from cries for help to death. Many youth are ambivalent about ending their lives, and would rather live if a solution could be found. There is a continuum of self-destructiveness that can be measured in adolescents, and these behaviors and characteristics relate to premature adult mortality. The best individual behavioral characteristics for identifying high school students at risk of making suicide attempts are injection drug use, frequent use of inhalants, tobacco or cocaine, and multiple pregnancies. Appendixes include: (1) acknowledgement of participating schools; (2) YRBS questionnaire; (3) risky behavior and the home environment; (4) statistics of suicide attempts and deaths, 1994-1996; and (5) school-based health centers. Ways to help prevent teen suicide and limitations of this study are discussed. (Contains 68 references, 13 figures, and 12 tables.) (JDM)

ED 439 307   CG 029 825

Rencken, Robert H.
Brief and Extended Interventions in Sexual Abuse. Second Edition.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

that quick termination is due to failure to establish a trusting and safe relationship. When working with new immigrants, the paper suggests that counselors need to do the following: (1) establish a trusting and therapeutic environment; (2) understand the client's needs and develop realistic goals for the client; (3) teach the client information processing and networking skills; (4) apply appropriate directive counseling techniques; and (5) reinforce the client's work on a career development plan. (Contains 20 references.) (JDM)

ED 439 328 CG 029 898

Shieh, Yung-Jong; Tam, Wai-Cheong Carl; Chiang, Shih-Kuang
Separation-Individuation Process of Taiwan High School Students and Its Implications in Counseling.
PUB DATE- 97
NOTE- 10p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Comparative Analysis; Counseling; Cultural Differences; Foreign Countries; *High School Students; High Schools; *Individual Development
IDENTIFIERS- *Borderline Personality Disorder; Chinese People; Separation (Psychology); Taiwan

The separation-individuation process is an important developmental process of the individual self, and disturbances in this process may lead to the manifestation of borderline personality symptoms. Previous studies have shown that the psychological developmental stages of the Chinese children and adolescents in Taiwan occur at an older age compared to those in American society. This paper describes a study that investigated the separation-individuation process of 522 high school students in Taiwan using the Separation-Individuation Process Inventory (S-IPI). Results indicate that there is a significant correlation between the scores on the S-IPI and the borderline personality symptoms self report. There was no significant difference on the S-IPI score between the male and female students. The cultural differences in the separation-individuation process between the Chinese and American populations, as well as the validity of the S-IPI for the Chinese population, are discussed. The implications of the issue on separation-individuation in counseling are presented. (Contains four tables and 20 references.) (JDM)

ED 439 329 CG 029 899

Gandy, Gerald L.
Disability and Rational Emotive Behavior Therapy (REBT).
PUB DATE- 97
NOTE- 6p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counseling Techniques; *Developmental Disabilities; *Rational Emotive Therapy; *Rehabilitation

Zifang, Cao; Yi, Wang
The Countermeasures to the Psychological Pressure of Children in the Technological Age: How To Raise the Level of Psychological Soundness in the Family.
PUB DATE- 97
NOTE- 5p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Emotional Problems; *Family Role; Foreign Countries; Futures (of Society); *Parent Attitudes; Psychological Characteristics; *Well Being
IDENTIFIERS- China

This paper discusses how to raise the level of children's psychological soundness and explains why it is beneficial to do so since it complies with the development of modern society. Many educators have realized that only by improving the psychological quality of students can they improve teaching efficiency, build a sound personality, and cultivate constructs that can meet the requirements of our age. Families should also take an active role in improving children's psychological soundness. Two ways in which this can occur are: (1) parents accepting the fact that children can have psychological problems; and (2) parents improving their own psychological soundness. Other suggestions on how to help children improve their psychological soundness include parents helping children learn independence and caring for their own things; parents encouraging children to cultivate their own thinking and problem solving skills; parents allowing children to express their feelings without rebuke; and parents having close contact with their children's school in order to know about their children's psychological changes. By reaching these goals, the paper suggests that future generations will be more open-minded, more understanding, and will represent a psychologically sound future. (JDM)

ED 439 351 CG 029 924

Carlson, J. Matthew
Finding Common Ground between Adolescent Girls and Their Mothers: Insight from a Mother-Daughter Group.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adults; *Cultural Influences; *Daughters; Individual Characteristics; *Mothers; *Parent Child Relationship

Aspects of adult culture are being pushed upon adolescent girls, forcing them to cope with an adult agenda before they are developmentally prepared. Mothers want to be a source of guidance and support but this can be a frustrating endeavor. This paper provides an overview of the developmental issues of adolescent girls and offers mothers one solution through the development of an adolescent mother-daughter intervention

DESCRIPTORS- Counseling; *Counselor Training; Cultural Pluralism; *Graduate Students; Higher Education; *Interpersonal Relationship; Models; *Multicultural Education

This paper discusses a program designed to assist counseling students to improve cross cultural communication skills that will enable them to use interviewing techniques with individuals from diverse cultures. Research suggests that such a program is needed since many students have not had significant experiences in interacting and communicating with people from different backgrounds. The program offers an open-ended approach with continual opportunities to refine and enhance skills of students, building on the demonstration videos of previous students. The structured interview process described offers an integrative, flexible, and developmental model for enhancing cross cultural communication. The model offers the possibility of involving counselors in training at all levels of experiences. (Contains 12 references.) (JDM)

ED 439 373 CG 029 950

Liu, Shu-Hui
A Descriptive Approach on Career View.
PUB DATE- 98
NOTE- 7p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Career Counseling; *College Students; Decision Making; Foreign Countries; Higher Education
IDENTIFIERS- Hollands Theory of Occupational Choice; Taiwan

This paper describes research on two studies to help describe how college and graduate students think and what they do about their careers. The study examined the following two questions: (1) What are college students' career views in general? and (2) What are the differences on career view among six Holland types? Content analyses of these career views resulted in the refined Career View Framework. The results confirm the existence of various types of career views. Differences on career view among six Holland types were found, with the pattern congruent with the Holland typology. Two limitations were noted in the study. The first was raised from the research instrument, and the second was related to cultural differences. The paper states that the Career View Framework was helpful in identifying individual career views, and points to the need for career counselors to be sensitive to their own career views as well as the clients'. (Contains 12 references and 2 tables.) (JDM)

ED 439 374 CG 029 951

Heid, Laura Smillie; Parish, Mary T.
Relating Authentically in a Global Community: A Process of Personal Transformation.
PUB DATE- 98
NOTE- 8p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

conducting the study--implementing the evaluation; and Step 4: Reporting to the people who need to know what you have found. These are four major activities one can pursue in planning an evaluation. The suggestions offered for planning an effective assessment might seem sequential but they should be interwoven in a way that allows each decision made, in planning the evaluation, to inform others. These four activities may seem linear, but, in reality, the general steps proposed are interactive, similar to the language abilities that are most likely to develop from this program evaluation. (Contains a 17-item annotated bibliography and planning worksheets.) (NKA)

ED 439 394 CS 013 910

Mallett, Margaret
Young Researchers: Informational Reading and Writing in the Early and Primary Years.
PUB DATE- 99
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Elementary Education; Formative Evaluation; Gifted; Reading Achievement; Reading Difficulties; *Reading Instruction; *Reading Skills; Summative Evaluation; Teacher Student Relationship; Teaching Methods; Writing Evaluation; *Writing Instruction; *Writing Skills

Suggesting that informational kinds of reading and writing are crucial in every lesson, this book looks at how teachers can encourage children from the very beginning to think of themselves as young researchers using skills and strategies for clear purposes. It argues that the creative practitioner nurtures children's sense of wonder and curiosity about the world and all its phenomena. The book celebrates the good practice of teachers and student teaches in a large number of classroom case studies. It includes a summary of the recent developments and a framework of principles to inform good practice in this challenging aspect of literacy; chapters concentrating on particular age groups; and an assessment of recent research and how findings can be put to practical and creative use in the classroom. Chapters in the book are (1) Informational Reading and Writing: A Developmental Approach; (2) Pre-School and Nursery Years (0-5): Entering the World of Information; (3) Informational Reading and Writing at Key Stage 1 (5-7): Enjoying and Learning about Finding Out; (4) Informational Reading and Writing at Key Stage 2 (7-9): Making Progress in Satisfying and Pleasurable Contexts; (5) Informational Reading and Writing at Key Stage 2 (9-11): Meeting New Challenges Creatively; (6) Young Researchers with Special Literacy Needs; and (7) Recording Progress: Assessment of Children's Informational Reading and Writing. (Contains 115 references. An appendix lists the telephone numbers of main publishers referred to in the book, along with both a name and subject index.) (RS)

ED 439 395 CS 013 911

Summers, Claudia
Collaborative Action Research Summary. How To Help Children Learn To Read.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English

organization members tell their own stories about how the program affected their lives. It notes that Born to Read is the first step in introducing children to the joys of reading, and that successful Born to Read programs are community based. The videotape concludes with information on starting a Born to Read program. (RS)

ED 439 416   CS 216 781

Alamprese, Judith A.; Voight, Janet D.
Delivering Family Literacy in the Context of Welfare Reform: Lessons Learned.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Family Literacy; Low Income Groups; *Pilot Projects; Program Evaluation; *Welfare Recipients
IDENTIFIERS- Community Based Organizations; *National Center for Family Literacy; Self Sufficiency; *Welfare Reform

The advent of welfare reform in the United States has provided new challenges in preparing adults to become economically self-sufficient. As one response to this challenge, the National Center for Family Literacy (NCFL) in Louisville, Kentucky began the Family Independence Initiative in 1997 to promote family literacy as one solution for assisting families in reaching self-sufficiency. The NCFL has undertaken a 3-year project to design, establish, and evaluate pilot programs that will be used as models for family literacy programs serving welfare recipients. Working with five pilot family literacy programs, (in Canton, Ohio; McCormick, South Carolina; Fort Wayne, Indiana; Eau Claire, Wisconsin; and Rochester, New York) the NCFL's purpose was to understand the factors that influence programs' capacity to serve welfare recipients and to document the processes programs used in adapting their services. Case studies were conducted on the pilot programs to analyze the ways in which these family literacy programs were working with local welfare offices. In adjusting their services, welfare recipients could continue their participation in family literacy programs while meeting the new requirements. Along with an analysis on the five cases, included is a cross-case analysis of the activities that these sites have undertaken in adapting their services to welfare reform requirements. (NKA)

ED 439 417   CS 217 020

Lapp, Diane; Fisher, Douglas; Flood, James
Integrating the Language Arts and Content Areas: Effective Research-Based Strategies.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- *Content Area Reading; Elementary Education; *Language Arts; Questioning Techniques; *Reading Motivation; Realia; *Student Motivation; *Teaching Methods; Visual Learning; Vocabulary Development

Teachers can confront issues of students' infrequent reading and infrequent choice of content area texts by using specific instructional strategies that are highly motivating. Five condition, and a "reading-as-the-reader" condition. Readers' correct description-to-tangram matches made for each session served as the dependent measure. Two analysis of variance (ANOVA) were conducted; the first contrasting sessions one and two, the second contrasting sessions one and three. The first analysis revealed a main effect of session. The second analysis revealed a significant session-by-task interaction. Post hoc analyses of the interaction (Tukey's HSD) established that only the read-as-the-reader group showed a significant gain between sessions one and three. A discourse analysis of the descriptions revealed that students used an "object-centered" discourse strategy that began with an analogy followed by geometric shape and spatial characterizations. The study offers evidence that "reading-as-the-reader" can help younger writers in considering the multiple functions of writing and the reciprocity between writers, readers, and written text. (Contains 36 references, 4 tables, and 2 figures of data.) (Author/RS)

ED 439 438   CS 217 049

Sharkey, Judy
Responding to Critical Literacy Autobiographies: Disrupting the "Working Consensus" or Perpetuating the Myth of Homogeneity.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Classroom Techniques; Group Discussion; Higher Education; Inquiry; *Language Arts; *Methods Courses; Process Approach (Writing); *Student Reaction; Teacher Education; Writing Research
IDENTIFIERS- *Critical Literacy

While most students in a secondary language arts methods course found writing and reading each other's critical literacy autobiographies interesting and helpful to their understanding of literacy, they struggled with how to respond to their classmates' autobiographies. That struggle emerged within a teacher inquiry project whose central question was: What is the role of critical literacy autobiography in the emerging pedagogical beliefs of prospective secondary language arts teachers? At mid-point in the 15-week semester, students submitted revised versions of critical literacy autobiographies (a writing process approach required successive drafts). Students read their peers' drafts and provided written feedback on content and form. General guidelines for responses were provided. At the end of the tenth week, the autobiographies were returned, and students were asked to freewrite a response to comments they had received. These were discussed in small groups before having a large group discussion. For the inquiry project the following data were collected: eleven autobiographies (1800-2400 words each); the responses written on the autobiographies (92 total responses); a transcript of one class discussion; the freewrite responses; notes from the teacher's journal; and transcripts from five student interviews. The autobiographies revealed a range of critical engagement. Students' interviews stated that they enjoyed doing the autobiographies and found them useful. Reading and responding to classmates' autobiographies was challenging, and difficult for some. Class discussions helped students to normalization, and in the carrying out of ritual actions. The paper uses a short story by Anton Chekhov to illustrate power relationships. It continues by describing the place and function of popular theater in society and ritualization, and provides groundwork for exploration of uses of ritual as both a social control and a tool for social transformation. The short story by Anton Chekhov is attached. (Contains 31 references.) (EF)

ED 439 460   CS 510 271

Palmer, Rodger D.; Collins, Royce Ann; Roy, Pat
Directions in Distance Education.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Computer Mediated Communication; *Distance Education; Higher Education; *Instructional Effectiveness; Interactive Television; Literature Reviews; Telecommunications

Noting that forms of distance education have been available for 150 years, this paper gives an overview of distance education designed to help educators understand how distance education can be used. Sections of the paper address: (1) background of distance education; (2) methods and technology for delivery of distance education (including computer-mediated communication and interactive video networks); (3) administrative concerns; (4) pros and cons of distance education; and (5) a summary of research regarding student learning. The most recent research suggests that the new technology has provided advances that enable students to learn as well with distance education as they might in traditional educational settings. Also, the advantages of distance education over traditional instruction include the opportunity to achieve equity of access, share resources, provide personnel when teachers are unavailable, extend existing personnel, provide special courses, adapt to individual learning styles, and improve flexibility regarding physical, time, and scheduling constraints. (Contains 78 references in which 25 items are distance education and computer-mediated related.) (RS)

ED 439 461   CS 510 272

Cole, Robert A.
Communication and Gender: A Curriculum Sensitizing Students to the Constitutive Aspects of Discourse.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication (Thought Transfer); Course Descriptions; Critical Thinking; Feminism; Higher Education; Interdisciplinary Approach; Introductory Courses; *Sex; *Sex Role; Thinking Skills

This paper provides a rationale for including an interdisciplinary course in the university undergraduate or graduate curriculum that explores the interconnection between communication and gender. It also provides the framework for a semester-long course by which gender as a communicative accomplishment can be revealed. The course described in the

the research: What strategies were used to improve student achievement? and What was the culture of those schools? The key finding to emerge was that change was not mandated at either school. No single program of reform or restructuring was followed, and no task force pushed teachers into a single model of change. Rather, teachers were allowed to come to their best judgment about what they should do. Some changes were departmental; many were individual. Teachers felt supported in trying out new ideas but were independent in setting their own pace for change. They felt free to analyze their weaknesses without the fear of criticism or punishment. This context of trust and benevolence was seen as necessary to the gains in student achievement. (Contains approximately 85 references.) (RJM)

ED 439 482   EA 030 278

Lehr, Arthur E.
Preparing School Leaders To Write Effectively: Strengthening Writing Instruction for Students in Educational Administration.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Educational Administration; Higher Education; Program Descriptions; Teacher Attitudes; *Writing Achievement; *Writing Attitudes; *Writing Instruction; Writing Skills

This paper examines a program that teaches writing skills to students in an administration-preparation program. The program is broadly aimed at strengthening writing instruction and raising the level of writing competency among students in all departmental programs. The examination focuses on gaining a better understanding of the faculty's views on writing instruction, of the place of writing in departmental course work, and of the significance of writing skills in the preparation of future administrators through the department's programs. It discusses writing as a professional priority for educational administrators and writing as representative of the individual and the organization. It offers examples of modeling writing competency, of strategies for preparing future educational administrators for professional writing, of writing as a learning process, of writing as a reflective process, of prewriting, of revision, and of departmental interest in writing instruction. A survey of faculty revealed that, although student writing is a high priority and department members shared a clear view of the areas in which they expected a high level of competency in written work, faculty members had not yet reached consensus on how to treat writing within the context of departmental courses of study. (Contains 29 references.) (RJM)

ED 439 483   EA 030 279

Wallace, Stephen O.; Sweatt, Owen; Acker-Hocevar, Michele
Leadership Accountability Models: Issues of Policy and Practice.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 1999).

course offerings and the emphasis that industry places on school-to-career pathways. It discusses how student-achievement and school-accountability measures are changing, how low-achieving students have faced few consequences, how California is raising the bar on high-school graduation, and how school evaluation has depended on self-study processes. The article outlines the key elements of California's new school-accountability system and how the state currently measures student and school performance. It details how college-preparation data are revealing positive trends in student achievement and reports that more students are aiming for college. It assesses the kinds of students in the system and states that high schools lack qualified staff. The document concludes that schools must be made safe, that they must offer afterschool programs, and that funding adequacy is a key concern. (RJM)

ED 439 504 EA 030 312

The Majority Rule Act. EdSource Election Brief: Proposition 26.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bond Issues; *Educational Assessment; *Educational Finance; Elementary Secondary Education; *Needs Assessment; School Funds; *School Taxes; *State Aid
IDENTIFIERS- *California; *Majority Rule

This article summarizes "The Majority Rule Act for Smaller Classes, Safer Schools and Financial Accountability" (Proposition 26). The Majority Rule Act deals with the percentage vote that a school district, county office of education, or community college, needs in an election to authorize local general-obligation bonds for school construction. It also provides for funding for classrooms in charter schools. Current law in California requires a two-thirds vote to approve local bonded indebtedness. The report details the major arguments for and against this policy and discusses how schools currently have two major sources of funds for facilities: local general-obligation bonds authorized by two-thirds of the voters in a school district or state general-obligation bonds authorized by a majority of all state voters. It describes how local general-obligation bonds are used for school buildings and how state bonds supplement local money. It details the need for new or renovated facilities, specifying how the majority of the schools in the state are more than 30 years old. Counted among proponents for the measure are major education organizations, charter-school advocates, and business groups. Opponents include the Howard Jarvis Taxpayers' Association. A synopsis of the potential financial impact of Proposition 26 is provided. (RJM)

ED 439 505 EA 030 313

Local Bond Elections in California: Some Vital Statistics. EdSource Factsheet.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Bond Issues; Educational Assessment; *Educational

This book analyzes educators' reactions to the floods that destroyed the towns of Grand Forks and East Grand Forks in South Dakota. It is based on a planning grant that had four primary goals: (1) create a curriculum to help students understand their flood experience; (2) perform a child-observation study; (3) script and possibly produce a flood-related puppet show for young children; and (4) establish a mentoring program that would bring teenage minority men into the classroom to interact with young children. Each of these practices was designed for use after any natural disaster as a way to help teachers and students regain their academic footing. The book describes the two communities and the widespread destruction they endured in April 1997. It details how the University of North Dakota's College of Education was awarded a 1-year planning grant to help educators create programs and conduct studies that would help other professionals, students, and families affected by natural disasters. The text describes the primary site for the grant and discusses the mentoring program, the flood's impact on the children, the development of a curriculum of developmentally appropriate practices, and the production of a puppet show to help young children understand what had happened. Five appendices provide further information, such as lists of child-centered activities. (RJM)

ED 439 525 EA 030 333

Planning for School Improvement. NC HELPS: North Carolina Helping Education in Low-Performing Schools.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; Educational Objectives; Elementary Secondary Education; *Family School Relationship; Learning Activities; Needs Assessment; *School Safety; *Team Training; Theory Practice Relationship
IDENTIFIERS- *North Carolina

School improvement is a complex, multifaceted process requiring continuous planning, implementation, and monitoring over a sustained period. This skills packet provides schools with an awareness of the school- improvement process and serves as a resource to plan for school improvement. Schools are strongly encouraged to participate in a series of intensive training opportunities with planned follow-up to implement the school improvement process most appropriately. This document recommends the use of the Effective Schools Research model developed by Lawrence Lezotte in planning for school improvement. Improvement goals should concentrate on bringing about the correlates of effective schools: clear school mission; high expectations for success; strong, consistent instructional leadership; a safe and orderly environment; frequent monitoring of student progress; opportunity to learn and student time on task; and home-school relations. Handouts and transparencies are provided for training purposes. Eleven structured activities are grouped under five major sections: (1) forming the team; (2) conducting needs assessment; (3) developing a vision and mission statement; (4) setting goals; and (5) basing the plan on research. The time required, purpose, and content of each activity is specified. (DFR)

ED 439 526 EA 030 334

What Every Special Educator Must Know: The Standards for the Preparation and Licensure of Special Educators. Fourth Edition.
PUB DATE- 00
NOTE- 223p.; For other documents on standards for special educators, see ED 387 958 and ED 399 727.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); Administrators; Beginning Teachers; Clinical Diagnosis; Codes of Ethics; Diagnostic Tests; Disabilities; Early Childhood Education; Educational History; Elementary Secondary Education; Inservice Teacher Education; *Knowledge Base for Teaching; Mentors; Paraprofessional School Personnel; Preschool Education; *Preservice Teacher Education; Self Evaluation (Individuals); *Special Education; *Special Education Teachers; *Standards; *Teacher Certification; Teacher Competencies; Teaching Skills; Transitional Programs
IDENTIFIERS- *Council for Exceptional Children

This document presents revised comprehensive standards and guidelines for the preparation and certification of special educators and for practice as special educators, developed by the Council for Exceptional Children (CEC). Section 1 provides CEC's Code of Ethics and Standards for Professional Practice for Special Education. Section 2 presents CEC's International Standards for Entry into Professional Practice and for Continuing Professional Growth. It contains a curriculum-referenced licensing and program accreditation framework recommended for licensing of entry-level professionals in special education. Guidelines for mentoring and for continuing practice in the profession are also included. Section 3 contains the knowledge and skill standards that special education preparation programs use for developing and evaluating their programs and that CEC uses for the national accreditation process. The last section contains the profession's Knowledge and Skill Standards. Skill standards are also included for paraeducators, career/transition specialists, educational diagnosticians, and special education administrators. Appendices include summaries of the history of special education and professional standards, and a self-evaluation instrument designed for use by students of special education to evaluate their progress in learning knowledge and skills. (CR)

ED 439 546 EC 307 725

Algozzine, Bob, Ed.; Obiakor, Festus E., Ed.; Boston, Jean N., Ed.
Publish and Flourish: A Guide for Writing in Education.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Editors; Elementary Secondary Education; *Faculty Publishing; Higher Education; Periodicals;

ED 439 565 EC 307 744

Cobb, Brian; Halloran, William; Simon, Marlene; Norman, Michael; Bourexis, Patricia
Meeting the Needs of Youth with Disabilities: Handbook for Implementing Community-Based Vocational Education Programs According to the Fair Labor Standards Act. Second Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; *Compliance (Legal); *Disabilities; *Federal Legislation; *Guidelines; Program Design; School Responsibility; Secondary Education; Transitional Programs; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Fair Labor Standards Act; Individuals with Disabilities Education Act

This handbook provides guidance to schools operating Community-based Vocational Education (CBVE) programs for students with disabilities and encourages the adoption of CBVE programs by schools not presently using this approach. By following the information and examples contained in this handbook, schools can proceed with confidence to operate effective CBVE programs consistent with the Fair Labor Standards Act (FLSA) administered through the U.S. Department of Labor. Section 1 introduces events and actions leading to the development of CBVE and guidelines promoting this approach consistent with the FLSA. Section 2 presents answers to frequently asked questions by school personnel in carrying out CBVE programs. Section 3 describes the CBVE experiences of 8 students with disabilities between the ages of 14 and 21. Sample forms, agreements, and supporting documentation required under the Individuals with Disabilities Education Act and FLSA are included in these examples whenever possible. Appendices to the handbook provide additional resource information, including: regional offices and personnel of the U.S. Department of Labor Wage and Hour Division providing assistance with FLSA requirements; organizations involved in planning and delivering transition services to students with disabilities; and information on Supplemental Security Income Work Incentives available to transition-age students with disabilities. (CR)

ED 439 566 EC 307 745

Berger, Sandra L.
College Planning for Gifted Students. Second Edition, Revised.
PUB DATE- 98
NOTE- 162p.; For the 1989 edition, see ED 307 788.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Admissions Counseling; College Admission; College Applicants; College Bound Students; *College Choice; *College

ED 439 585 EF 005 409

Esso SchoolWatch Survey Pack.
SPONS. AGENCY- Environment Dept., London (England).
PUB DATE- 97
NOTE- 68p.; Blueprints and overlays may not reproduce clearly. Published in association with Esso U.K.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Elementary Education; Foreign Countries; Public Schools; *School Maintenance; *Site Development; *Surveys
IDENTIFIERS- *School Yards

A survey packet designed for primary schools in the United Kingdom is provided to help schools establish site monitoring activities that help involve the entire school community in evaluating and maintaining school grounds. The packet helps the community collect information on how the grounds are used and by whom, how the grounds are maintained and whether they are in a good condition, and what image the grounds convey to those within and beyond the school community. The data collected can be used to manage sites effectively, provide basic information for site development, avoid destroying resources already acquired, recognize causes of problems, isolate features or practices that are unsafe, identify income-generating potential and possible savings, and avoid repetition of mistakes when undertaking site development. Concluding sections address analyzing and using survey information, curriculum links in surveying school grounds, an example of a site plan with special overlays, and lists of resources. (GR)

ED 439 586 EF 005 406

Hansen, Shirley J.
Canadian Schoolhouse in the Red. The First National Study of School Facilities.
SPONS. AGENCY- Honeywell, Inc., Minneapolis, MN.; Ontario Association of School Business Officials, Toronto.
PUB DATE- 93
NOTE- 32p.; The study and survey were conducted by Hansen Associates.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Building Obsolescence; Data Collection; Elementary Secondary Education; *Energy Management; Foreign Countries; Operating Expenses; *Public Schools; *School Construction; *School Maintenance
IDENTIFIERS- *Canada

A Canadian national study provides provincial data on the country's publicly funded school facilities including school building age, student achievement and school condition, fiscal condition, maintenance, and energy usage. The study reveals that education ministries and school systems have engaged in an aggressive building program in the past two decades at a rate approximately nine percent higher than that in the United States. Despite this effort, most of the country's school buildings have exceeded their life expectancy, and too often new construction has been done at the expense of needed maintenance. It also shows that 1 in every 6, or 2,300 Canadian schools, are considered inadequate places for learning. Appendices present research procedures and respondent data, and

Contributions to Glottodidactics, Vol. 7.
PUB DATE- 99
NOTE- 230p.; Papers presented at the Commission on Educational Technology and Language Learning (CETaLL) Symposium on "Educational Technology at a Crossroads" at the Annual International Association of Applied Linguistics (AILA) World Congress, and the CETaLL Symposium on Man and the Media held at the Association des Professeurs de Langues des Instituts Universitaires de Technologie (APLIUT) Congress.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Bibliographies; Classroom Techniques; *Computer Assisted Instruction; *Computer Uses In Education; Cultural Education; Distance Education; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; Internet; *Multimedia Instruction; Second Language Instruction; Second Language Learning; Teacher Education; *Teaching Methods; *World Wide Web
IDENTIFIERS- Belgium; England; Finland; France; Germany; Hong Kong; Sweden

This volume presents a collection of 14 selected papers on the theme of how to use media technology to enhance language learning and teaching. Papers explore innovative ways to use existing technologies in broadband networks, the telemedia, and multimedia, while others focus on the use of the Internet. It is hoped that exploring the use of these emerging technologies will allow for the development of more flexible learning and add multidimensionality and authenticity to foreign language teaching. In order to be effective, the teacher and student must be able to successfully integrate old and new media or "omnimedia." In the first section, "The Overall Picture," the chapters are: "Effective Language Learning and the Media: A Study of Current Theories for the Exploration of Media Technology (Marie-Madeleine Kenning); "Computers as Cognitive Tools in the Language Classroom" (Dieter Wolff); "Will the Real Ed Tech Please Stand Up?" (Udo O.H. Jung). In the second section, "At the Creating End," the chapters are: "TELOS Language Learning: User Needs and Telemedia Answers" (Kurt Kohn and Angelika Rieder); "Learner Interaction and Broadband Network" (Edith Esch and R.-Liisa Cleary); "The Engima of Kaspar Hauser: A Multimedia Approach" (Gabriele Wittig-Davis and Robert Davis); "Language Comprehension and Staged Increase of Audio-Visual Support" (Joseph Boyle); and "Integrating the Internet: A Report of Work Always in Progress" (Norman Davies). In the third section, "At the User End," the chapters are: "Specialist Foreign Language Learning with Multimedia: New Learning and Teaching Dynamics" (Gabrielle Hogan-Brun and Ruth Whittle); "The WWW and Its Contribution to Foreign Language Learning" (Alison Piper and Vicky Wright); "Authority and the ESP Teacher in a Technological Age" (Peter Roe); and "Who Is in the Learning Zone: Evaluating the Impact of Italia 2000" (Robert Vanderplank and Peter Dyson). In the fourth section, "Food for Thought," the chapters are: "New Technologies: The Quest for Appropriateness" (Evelyne Namenwirth); and "Language Lab--Multimedia Lab--Future Lab" (Jurgen Froehlich). The fifth section contains as an appendix, "An International Bibliography of Computer-Assisted Language Learning: Fourth Installment" (Udo O.H. Jung). (KFT)

ED 439 608 FL 026 201

Cloud, Nancy; Genesee, Fred; Hamayan, Else
Dual Language Instruction: A Handbook for Enriched Education.

services. Part three comprises the nine appendices: glossary, resource documents, selected references, a sample learner self-assessment tool, a sample learner checklist, a sample teacher self-reflection journal, a list of resources for learners with special needs, contact information for Maryland professional organizations, and resource centers for language and culture (including all necessary addresses, phone numbers, e-mail addresses, and Web site information). (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 439 628   FL 801 364

Rivera, Klaudia
Native Language Literacy and Adult ESL Education. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Bilingual Education Programs; Cambodian; *English (Second Language); Immigrants; Korean; Language Minorities; Language Research; Limited English Speaking; *Literacy Education; *Native Language Instruction; Native Speakers; Refugees; Second Language Instruction; Second Language Learning; Spanish; *Teaching Methods
IDENTIFIERS- ERIC Digests

There are no good figures on the number of limited English speakers who are also illiterate in their native languages. This data is worth having because there is research indicating that literacy in the native language plays an important role in the acquisition of oral English and the development of English literacy. This digest reviews recent research related to the role of native language literacy and describes program types and instructional approaches that incorporate learners' languages into instruction. Headings in this digest include the following: rationale for native language and literacy development; factors influencing native language literacy instruction; program models; and instructional approaches. It is concluded that adult English language learners come to English-as-a-Second-Language (ESL) programs with a variety of experiences with education, literacy, and English. They also come with many strengths embedded in their language, culture, and experiences. By incorporating learners' native languages, programs have the potential to draw upon these strengths in facilitating their learning of English and becoming literate in their native language and in English. Fifteen references are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 439 629   HE 032 848

Nye, Nancy; Schramm, Richard
Building Higher Education-Community Development Corporation Partnerships.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC. Office of University Partnerships.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Educational Finance; Faculty College Relationship; Federal Aid; *Fund Raising; Higher Education; *Private Financial Support; Public Support; State Aid

Fund raising activities are increasingly important for colleges and universities, as state and federal support diminishes and tuition has not adequately compensated for the public decreases. Thus, a school's faculty is a promising area for potential giving since these professionals are typically donors to a variety of community and nonprofit organizations. This study examined why faculty chose to contribute to their employing institution. A questionnaire mailed in spring 1997 to full-time faculty at three universities (a research university, a regional comprehensive university, and a liberal arts institution) queried respondents on demographic information, motivations for giving, and fund-raising strategies. There were 207 responses. Responses to the demographic questions revealed that half of all faculty who contributed held the rank of professor, were tenured, and were not graduates of their employing institution. Primary motives identified for giving included: altruism; a sense of social responsibility; self-fulfillment; professional attitude; conviction; and institutional loyalty. In response to fund-raising strategies, respondents rated telephone solicitation as the most effective. Tables summarize responses by institution type, by demographic data, and by motivation. (RH)

ED 439 649 HE 032 723

Facts & Figures, 1999: A Compendium of Statistics on Ontario Universities.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- *Numerical/Quantitative Data (110)*
DESCRIPTORS- College Faculty; College Students; *Educational Facilities; *Educational Finance; Enrollment Management; *Enrollment Projections; Foreign Countries; Higher Education; *Population Trends; *Student Characteristics; Tables (Data); *Trend Analysis
IDENTIFIERS- *Ontario

This is the sixth edition of statistical and graphical information on the Ontario (Canada) university system. The report contains six sections: (1) Ontario population data, which includes population projections to 2021, income and employment rates by educational attainment, and university participation rates; (2) applicant/registrant data, which provides information on applicants in first-year undergraduate programs as well as average marks of students who were registered in secondary school in the previous year (students applying for advanced standing, second entry programs, and graduate studies are not included); (3) student data, which includes information on full- and part-time student enrollment (including international students) by program, degrees awarded by program, and student/faculty ratios; (4) faculty and staff data, which provides information on the number and salaries of full- and part-time faculty as well as non-academic staff; (5) financial data, which includes information on revenue, expenses, and tuition fees; and (6) physical facilities data, which includes age profiles and functional breakdowns of space usage. A glossary of terms and definitions is appended. (CH)

ED 439 650 HE 032 724

effects on society. The reader/agent is required to examine technology holistically from three perspectives: functions, goals, and impacts. In Chapter Three, the reader is taken through an actual assessment of a relatively new technology that could engender its own educational revolution: the electronic book. The last chapter addresses how to approach Information Age technology with balance and informed viewpoints. (AEF)

ED 439 667 IR 019 936

Thompson, Helen M.; Henley, Susan A.
Fostering Information Literacy: Connecting National Standards, Goals 2000, and the SCANS Report. Information Literacy Series.
PUB DATE- 00
NOTE- 257p.; Foreward by Daniel D. Barron. Accompanying computer disk with 1 Excel, 1 PowerPoint and 4 Word files not available through ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Development; Educational Resources; Elementary Secondary Education; *Information Literacy; Lesson Plans; *National Standards; Program Implementation
IDENTIFIERS- *Goals 2000; *Secretarys Comm on Achieving Necessary Skills

This book focuses on information literacy and facilitating change in schools. Chapters include:" What Is Information Literacy?"; "Why Information Literacy?"; "How Information Literacy Relates to National Curriculum Standards"; "Essential Components of Information Literacy"; "The Necessary Reforms and Changing Responsibilities"; "The Problem-Solving Component"; and "Creating All the Parts." Each of these chapters incorporates a summary, notes, and additional readings. The last three chapters include a checklist of information goals, objectives, and strategies, along with additional readings; four sample lesson plans; and World Wide Web resources. Separate appendices include national standards for math, science, history, English language arts, and fine arts, as well as transparency masters, and an Information Literacy handout. Includes an index and a computer disk containing: (1) Hyperlink Document--this file contains a short summary of each chapter of Fostering Information Literacy: Connecting National Standards, Goals 2000, and the SCANS Report followed by hyperlinks to the Web sites mentioned in that chapter; (2) Information Literacy In-service Transparencies--the transparencies for the Information Literacy In-service may be printed as is, enhanced with graphics, modified, personalized, or adapted to particular situations; (3) Information Literacy PowerPoint Presentation--the PowerPoint presentation may be used as is, enhanced with graphics, modified, personalized, or adapted to particular situations; (4) Information Literacy In-service Handout--the handout may be printed as-is, enhanced with graphics, modified, personalized, or adapted to particular situations; (5) Lesson Plan Model--the blank lesson plan model may be completed by teachers and library media specialists as they work together to develop authentic learning experiences and integrated units of study; (6) Checklist of Information Literacy Goals, Objectives, and Strategies--the checklist may be filled in and modified as teachers and library media specialists use the strategies teaching and professional development. Goals were: (1) to develop a means for assessing attainment of technological competencies applied to teaching; (2) to establish baseline competencies for Internet technology competencies for graduate education students; and (3) to map the integration of technology in the curriculum based on the International Society for Technology in Education (ISTE) standards. The solution involved three approaches. The first was to develop a Web-based course on using the Internet for teaching in which students created electronic portfolios to demonstrate technology competencies. In addition, the Web-based instruction course was adapted for an inservice Internet workshop for teachers from the Catholic diocese schools. Second, a self-assessment survey of Internet skills was administered to all incoming graduate education students and to the inservice teachers. Third, a course matrix was developed to chart the inclusion of technology competencies in each course. All students in the Web-based course developed and demonstrated specified technology competencies through course assignments and their electronic portfolios. The profile of Internet skills from the self-assessment survey indicated widespread experience for both students and inservice teachers with e-mail and general Internet searching, but minimal experience with creating Web pages or electronic portfolios or with using Internet resources for teaching. Similarly, the course matrix maps for graduate education courses showed that the application of technology to instruction was reported less frequently than other competencies. Appendices contain an outline for an electronic portfolio workshop, an agenda from an internet workshop for teachers, a checklist, and both a self-assessment and an assessment for teachers. (Contains 62 references and 17 tables.) (Author/AEF)

ED 439 688 IR 019 960

Burns, Mary; Burniske, Jackie; Dimock, Vicki
On the Road to Student-Centered Learning: TAP into Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; *Computer Uses in Education; Constructivism (Learning); Educational Technology; Elementary Secondary Education; Experiential Learning; Learner Controlled Instruction; Learning Activities

The first issue of "TAP into Learning" examined constructivism and some ways technology might be employed to support learning environments based on constructivist theory. This issue examines one of these principles and some classroom activities based on practices consistent with this principle. Highlights include: "On the Road to Student-Centered Learning"; "A Framework for Constructivism"; "Learning about Estimation"; "I Voted!" (a student activity to simulate real world voting procedures); "Let's examine the ways in which the voting unit was a constructivist activity supported by technology"; "What is Database Software?"; and "But I don't teach civics and the elections are over, how can I use databases in my class?". Selected resources for using database software in the classroom are also described. (AEF)

Committee on Accreditation, Fall 1996.
PUB DATE- 96
NOTE- 10p.; Appendices and attachments missing from original copy. For Fall 1998 report, see IR 057 805.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; Educational Development; Higher Education; *Information Science; *Library Science
IDENTIFIERS- American Library Association; *University of California Los Angeles

Covering the academic years 1994-95 through 1995-96, this document presents the University of California, Los Angeles's (UCLA's) biennial narrative report to the American Library Association Committee on Accreditation. The document is divided into two parts. The first part, General Narrative Report, addresses changes that have occurred in various aspects of the Department of Library and Information Science and its environment. The following subtopics are discussed: administrative leadership, administration and governance, faculty, academic programs, Master of Library and Information Science (MLIS) course offerings, internships, and instructional resources and staffing. The second section of the report, Response to Previous Accreditation Review, addresses the two recommendations from the 1998 accreditation review that have not yet been released. Both are listed under a section entitled "Program Goals and Objectives. Recommendation number one states that the school should continue to identify and implement strategies that will achieve its goals of increasing the racial and ethnic diversity in its faculty and student body. Recommendation number two states that in its faculty development, the school should place a priority on the need for teaching and research competence on the regular tenure-track faculty in the areas of children's literature, school librarianship and special librarianship. (AEF)

ED 439 711 IR 057 805

Cloonan, Michele V.
Biennial Narrative Report to the American Library Association Committee on Accreditation, Fall 1998.
PUB DATE- 98
NOTE- 5p.; Appendices and attachments are missing from the original copy. For Fall 1996 report see, IR 057 804.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; Educational Change; Educational Development; Higher Education; *Information Science; *Library Science; Program Development
IDENTIFIERS- American Library Association; *University of California Los Angeles

Covering the academic years 1996-97 and 1997-98, this report focuses on activities of the Department of Library and Information Science at the University of California, Los Angeles (UCLA) since the 1996-97 review, and includes a response to recommendations that were made in that review. The paper is divided into two parts--Part A: "Biennial Narrative Report" and Part B: "Response to Previous Review." New programs developed and changes since the 1996 program are described under the following categories: administrative; faculty (ladder, adjunct, visiting); academic programs (Master of were collected from student admissions applications and questionnaires for the fall semesters from 1995 to 1998, providing longitudinal information on several demographic trends. For clarification purposes, adult students are characterized as being age 25 and older and traditional students are aged 17-24. Other student classifications include degree seeking, nondegree seeking, full-time, part-time, new and returning students, and nontraditional students. The following results were reported: traditional-age, male, middle and upper-income enrollments are increasing; adult, female, low-income and first-generation college students are in decline; most entrants come from the middle and bottom thirds of their high school classes, despite increases in family income; part-time and nondegree enrollments are declining; adult students, females and minority students expecting to hold full-time jobs are more likely to enroll part-time, with part-time adults the most likely to hold jobs while in college; and adult students are much more likely to be female, nonwhite, and come from low-income families. Summary data tables and a sample of the student questionnaire are included. (AF)

ED 439 734 JC 000 204

Institutional and Program Planning Research Brief, 1997.
PUB DATE- 97
NOTE- 10p.; For volume 6, see ED 413 022.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Change Strategies; *Community Colleges; Educational Planning; Higher Education; *Institutional Characteristics; *Institutional Evaluation; Two Year Colleges
IDENTIFIERS- *Florida

The three issues of this 1997 research brief provide information about institutional programming and planning at St. Petersburg Junior College (SPJC) (Florida). Brief number 1 summarizes the 1996 Enrolled Student Survey and contains sections on student demographics, student satisfaction ratings, and open-ended questions about academic and support services. Results indicate that students had an overall satisfaction with campus services. Brief number 2 is a specific demographic report of the Survey of Entering Students for Sessions I, II, and III, 1996-97. Demographic trends showed larger numbers of white, traditional aged (18 to 25 years of age) and female students. The majority of students, 52 percent, indicated that they desired to eventually transfer to a four-year college. Brief number 3 reports the results of the statewide accountability measures 1-5, which cover: (1) enrollment/retention/success; (2) degree transfer rates; (3) state licensure passing rates/ vocational program placement rates; (4) college preparatory success; and (5) performance on the state college skills proficiency exam. The junior college currently meets or exceeds the statewide performance measures for all accountability measures except for the Associate of Arts degree transfer rates and state licensing examination pass rates. SPCJ's retention rates were higher than the statewide average. (AF)

ED 439 735 JC 000 241

The Knowledge Net: A Report of the New Expeditions Initiative and Executive Summary of the Report of the New Expeditions Initiative.

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Coordination; Developed Nations; *Economic Development; *Education Work Relationship; Educational Cooperation; *Educational Innovation; Foreign Countries; *International Cooperation; Job Training; Labor Force Development; *Partnerships in Education; *Regional Planning; Technological Advancement; Vocational Education
IDENTIFIERS- European Union

This book provides an overview of innovative education practices throughout regions in the United States (US) and Europe. It contains 16 papers written by experts from the educational, economic, and regional development fields in the US and the European Union (EU). Introductory materials are: a foreword (David O'Sullivan); preface (Stavros Stavrou); and introduction (Barry Nyhan, Graham Attwell, and Ludger Deitmer). The book has three parts, each beginning with a short introduction to the papers in the section. Part 1 has six papers that provide an overview of the political, economic, educational, and social objectives driving regional development and that discuss, in a theoretical way, the open-system and network-type structures and mechanisms seen as prerequisites for the successful implementation of regional development policies. The papers are "Regional Development and Learning in the European Union" (Barry Nyhan); Metropolitan Economic Strategy for America's Cities and Regions" (Henry G. Cisneros and Marc A. Weiss); "A US-EU Regional Partnership--Akron, Ohio and Southwest Saxony, Germany" (Stephen Kidder and Graham Attwell); "Stimulating Regional Innovativeness: The Learning Region" (Thomas Stahl); "Partnership and Networks: A Dynamic Approach to Learning in Regions" (Ludger Deitmer and Graham Attwell); and "The Competitive Advantage of Regions" (Felix Rauner). Part 2 contains five regional-oriented learning case studies, presented against the background of their underlying or related theoretical frameworks: "High Technology as a Path to Economic Development in Austin, Texas" (Robert W. Glover); "Vocational Education Institutes as Regional Innovation Agents in the Netherlands" (Loek F. M. Nieuwenhuis); "Integrated Strategies for Competence Development in the Graz Area in Austria" (Josef Scheff); "Regional Development and Learning: Case Studies in Southern Sweden"(Bernd Hofmaier); and "Learning from Disequilibrium--The Case of Boston, Massachusetts" (Rosalind Greenstein and Jemeline Robertson). Part 3 consists of four papers providing an overview of projects in different stages of development: "Employment Training in Cleveland (US)" (Mary LaPorte); "Qualification Networks for Shared Learning in Lower Saxony in Northwest Germany" (Ludger Deitmer, Peter Drewing, and Reinhard Heermeyer); "Partnership Between Industry and Education in School to Work Transitions in Northeastern Pennsylvania" (Peter R. Butler and James G. O'Karma); and "A Regional Innovation Programme in Emilia-Romagna, Italy" (Claudio Dondi). (Most chapters contain references.) (YLB)

ED 439 234 CE 079 827

Fahy, Patrick J.
Achieving Quality with Online Teaching Technologies.
PUB DATE- 00
NOTE- 29p.; Based on a paper presented at Quality Learning 2000 Inaugural International Symposium (Calgary, Alberta, March 3, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DESCRIPTORS- Adult Learning; Case Studies; Change Strategies; *Education Work Relationship; *Educational Change; *Educational Environment; Educational Improvement; Educational Needs; *Educational Policy; Foreign Countries; Organizational Change; Outcomes of Education; Policy Formation; *Racial Relations; Teacher Improvement; Teacher Student Relationship; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *South Africa (KwaZulu Natal)

This book contains eight papers from a detailed study of technical college provision in KwaZulu-Natal, South Africa, that raised the following four issues relevant to the transformation of technical colleges across South Africa: (1) the teaching and learning environment at technical colleges is suboptimal; (2) social relations at the technical colleges are tense, with few institutions having successfully come to terms with the rapid deracialization of student enrollments in recent years; (3) the labor market surrounding technical colleges appears totally dysfunctional, with few students obtaining employment after technical college training; and (4) the separate development policies of the past necessitate institutional restructuring. The following papers are included: "A Study of Technical Colleges in KwaZulu-Natal: A Methodological Introduction" (Andre Kraak, Graham Hall); "Problems Facing Further Education and Training" (Andre Kraak); "Planning Imperative: New Policy Framework in FET Further Education and Training " (Andre Kraak); "Socio-Economic and Educational Profile of KwaZulu-Natal" (Nisaar Mahomed); "Quantitative Overview of the Technical Colleges of KwaZulu-Natal" (Graham Hall); "Learning, Teaching and Management Environment: Evidence from Qualitative Studies" (Andre Kraak); "Autonomy and Responsiveness: Evidence from the Qualitative Case Studies" (Andre Kraak); and "Critical Overview: The Need for Labour Market and Institutional Reform" (Andre Kraak). The bibliography contains 52 references. (MN)

ED 439 252 CE 079 873

Williams, John W.
The Chat Room as an Integral Part of the Virtual Classroom in Distance Learning Program Design for Adult Learners.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Computer Uses in Education; Continuing Education; Distance Education; *Educational Technology; Higher Education; *Internet; Listservs; *Online Systems; *Teaching Methods; *Technological Advancement
IDENTIFIERS- *Chat Rooms

The chat room is currently the most likely candidate to replace the interactivity of the traditional classroom. A study explored the experiences and opinions of adult learners and their instructors on how well the chat room substituted for the traditional classroom, their comfort level with the technology, and whether or not it enhanced the learning environment. Purposeful sampling of students and instructors who experienced using the chat room as a virtual classroom was employed. The qualitative study used semi-structured interviews with 3 females and 10 males who participated in courses using this mode of interactivity. The interviews were transcribed and verbatim transcripts were produced. The following eight major issues surfaced: (1) the nature of the chat room; (2)

conditions associated with whole school change; (2) teachers considered the CPA a worthwhile expenditure of time and effort; (3) nearly two-thirds of the students indicated that they would recommend CPA portfolios to other students. (Nineteen tables are included. Appendixes, constituting approximately 40% of this document, contain the following: career preparation standards; data collection instruments; results from the CPA teacher and student surveys; and career preparation assessment rating guide.) (MN)

ED 439 270 CE 079 911

Ananda, Sri
The Ultimate School-to-Work Challenge: Linking Assessment in School and the Workplace.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Accountability; Articulation (Education); Basic Skills; Compliance (Legal); *Education Work Relationship; Educational Legislation; Educational Practices; Elementary Secondary Education; Employment Practices; Employment Qualifications; *Evaluation Methods; Higher Education; Literature Reviews; Marketing; Models; Occupational Clusters; Partnerships in Education; Performance Based Assessment; Position Papers; Program Costs; *School Business Relationship; Student Certification; *Student Evaluation; *Systems Approach; *Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

The School-to-Work Opportunities Act of 1994 mandates standards-based assessment and skills certification as an integral part of a comprehensive school-to-work (STW) system. An ideal STW assessment system would span elementary through postsecondary education and culminate in assessment of skills at the workplace. It would articulate in progressive and logical fashion and reinforce and measure individuals' proficiency with respect to agreed-upon standards. Skills assessment development and implementation must involve a partnership of educators and industry representatives. Starting in high school, however, industry must assume more responsibility and ultimately assume the lead. An ideal STW assessment and certification system would include assessment of the following skills in the following settings: academic and general workplace skills in middle school; academic, general workplace, and industry core skills in grade 10; academic, general workplace, industry core, and occupational family skills in grade 12; and academic, general workplace, industry core, occupational family, and specific occupational skills in higher education and the workplace. The ideal STW assessment model would recognize differences between education's and industry's perspectives on key assessment issues (including standards, accountability, legal defensibility, multiple measures, cost, marketing, and portability) and bridge those differences to pave the way for successful industry-education partnerships. (Contains 30 references.) (MN)

ED 439 271 CE 079 913

Savisaar, Erik A.

definitions, instructor resources, staff development mentoring model, and evaluation form. (YLB)

ED 439 288   CE 079 933

Workforce Development Legislation. A Guide for Adult Education Instructors. Quality Professional Development Project.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 99
NOTE- 31p.; For other guides in the Quality Professional Development Project, see ED 430 098-104 and CE 079 932-934.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Adult Education; Adult Educators; Employment Patterns; *Faculty Development; *Federal Legislation; Instructional Materials; *Labor Force Development; Literacy Education; Portfolio Assessment; Recordkeeping; Student Evaluation; Student Records; Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Technical Educ Act 1998; Florida; *Workforce Investment Act 1998

This guide on work force development legislation is designed for professional development of new adult education instructors in Florida. It is one of three manuals developed to supplement a previous series of professional development manuals. Section 1 provides an overview of work force development legislation, focusing on the following new federal legislation: Workforce Investment Act of 1998 (Title I, Workforce Investment Systems; Title II, Adult Education and Family Literacy; and Title V, General Provisions) and the Carl D. Perkins Vocational and Technical Education Act of 1998 (Title I, Vocational and Technical Education Assistance; Title II, Tech Prep; Title III, General Provisions). Section II, on literacy completion points, discusses the impact of Florida 1998 workforce development legislation on adult education students, instructors, and programs. It also describes how to collect student tracking data, including documenting student progress, completing a student tracking form to record student progress, student folders, and student portfolios. Appendixes include an adult education glossary; adult education acronyms; lists of Florida occupations with the largest employment, fastest growth, highest wages, and biggest decline; and an evaluation form. (YLB)

ED 439 289   CE 079 934

Working with Adults with Learning Disabilities in Adult Education Programs: A Guide for Instructors. Quality Professional Development Project.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 99
NOTE- 76p.; For other guides in the Quality Professional Development Project, see ED 430 098-104 and CE 079 932-933.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Adult Education; Adult Educators; *Adult Students; Behavioral Objectives; Classroom Techniques; Disability Identification; Educational

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Child Abuse; *Counseling; Counseling Techniques; *Intervention; Mental Health; *Sexual Abuse
IDENTIFIERS- Brief Therapy; Juvenile Sex Offenders

This book provides a framework for understanding the dimensions (scope, taxonomy, philosophy) and dynamics (individual, familial, societal) of pedosexual behavior, particularly child sexual abuse. It focuses on the implementation of integrated intervention strategies for any professional facing these issues. It attempts to provide comprehensive yet understandable information to a range of counselors and mental health professionals who may not be a specialist in the area of childhood sexual abuse. This revised edition provides options for brief interventions. Brief interventions are responsive to the changing climate of today and may provoke some positive shifts away from specialized, structured treatment. Chapters include: (1) "Overview of the Problem"; (2) "Intervention Strategies with Victims of Abuse"; (3) "Intervention Strategies in the Treatment of Offenders"; (4) "Intervention Strategies in the Treatment of Family and Adult Survivors"; (5) "Case Studies"; and (6) "The Road Ahead." (Contains 185 references.) (JDM)

ED 439 308   CG 029 826

Pedersen, Paul
A Handbook for Developing Multicultural Awareness. Third Edition.
PUB DATE- 00
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; *Counselor Client Relationship; *Cross Cultural Training; *Cultural Awareness; Cultural Pluralism; *Interpersonal Competence; Prevention

This book examines multicultural awareness training through a three-stage developmental sequence as a primary prevention strategy in counseling. It attempts to lead readers to find examples of how multicultural awareness can make their counseling task easier rather than harder and can increase their satisfaction in working with clients from other cultures. Chapter 1 highlights the three-stage model of Awareness-Knowledge-Skill. Chapter 2 details some of the rules to follow in a multicultural perspective to stimulate discussion. Chapter 3 discusses the field of alternative therapies. Chapter 4 covers the process of developing a cultural identity. Chapter 5 presents culture as a pattern, narrative, or story about who we are and where we came from, rather than focusing on current research in the field. Chapter 6 focuses on what is not known about multiculturalism, rather than focusing on current research in the field. Chapter 7 looks at ethical guidelines for counselors. Chapter 8 looks at how reframing conflict into cultural categories makes conflict easier to manage. Chapter 9 reviews the Triad Training Model as a promising training approach. Chapter 10 considers how multiculturalism had a powerful impact on the field of counseling and how this impact is increasing in importance. This book also attempts to guide readers toward specific publications and resources already

Counseling; Thinking Skills

IDENTIFIERS- Ellis (Albert); Experiential Therapy

This article provides information on how Rational Emotive Behavior Therapy (REBT) can be adapted for use in rehabilitation counseling. It states that although clients with an average range of intelligence have responded well to REBT, clients with borderline intellectual functioning are not suitable candidates for cognitive disputing but can be taught simple rational coping statements. The paper makes a distinction between general REBT and preferential REBT. General REBT often involves correcting a person's misconceptions about reality, improving problem-solving behavior, or teaching rational coping statements. Preferential REBT involves a philosophical change in the core irrational beliefs that an individual may have about life. It concludes that REBT combined with a more relationship-oriented style and experiential-expressive techniques can facilitate the use of preferential REBT with many rehabilitation clients. (Contains 17 references.) (JDM)

ED 430 330 CG 029 899

Honda, Osamu

A Study of Family Therapy for Student Counseling.

PUB DATE- 97

NOTE- 5p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Counseling; Family Counseling; Foreign Countries; Higher Education; *Parent Child Relationship; Student Problems

IDENTIFIERS- Japan

This paper aims to clarify some important elements for counseling students. It states that the majority of troubled and disturbed primary school and college students are that way because they have trouble relating to their parents. The emphasis is shifted towards counseling troubled students' parents. It argues that the coordination of students' counseling and parents' counseling is the key element for helping the student get out of trouble. The purpose of this family counseling is to help troubled students mend the fence between themselves and their parents. This is accomplished by helping them clarify the intergenerational boundary, and helping them get out of the mentally chaotic situation either from fusion or disengagement. The paper also offers advice on counseling on campus. (JDM)

ED 430 331 CG 029 900

Harrington, Thomas F.

Operationalizing the Ability Chunk of Super's Vocational Theory.

PUB DATE- 97

NOTE- 5p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

group. The group called "Femme Vitale" promotes strong girls and women through the creation and understanding of a common language in which mothers and daughters can discuss the changing socio-cultural world of adolescent girls. The paper argues that adolescent culture can be difficult for girls unless they have the skills, inner strength, and guidance to filter through the various conflicting and confusing messages. The issues discussed correspond to the cultural and social realities of adolescent girls today. Girls and mothers in "Femme Vitale" are on equal ground in their ability to participate but the topics begin from the girls' point of view. The paper provides a sample of the topics covered (friendships and popularity, body image, self-defense, career issues, cognitive errors, and sexuality) along with a short explanation of terms. (Contains 16 references.) (JDM)

ED 439 352 CG 029 925

Breen, Dorothy Tysse; Geroski, Anne
School Counselors, Teachers and Parents: Using Play Techniques To Support Children's Development.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Children; *Class Activities; Counselor Role; Elementary Secondary Education; Parent Role; *Play Therapy; School Counselors; *Teacher Role

When school counselors, teachers, and parents use play techniques with an accepting, safe relationship, they foster development of children's interpersonal needs which are fused with positive experiences at school and at home. This paper uses Kaufman's (1989) model of interpersonal needs as a theoretical framework to support the use of play techniques by school counselors. It also extends this framework to validate classroom teachers' and parents' use of play techniques as they foster the development of children. It offers many suggestions that show how school counselors can use play techniques to influence children's growth in each of Kaufman's interpersonal needs. School counselors help to reinforce the acquisition of developmental skills by collaborating with teachers and parents. School counselors, teachers, and parents can work as a system to facilitate developmental growth in children. The paper lists each of Kaufman's interpersonal needs of the child, and the role the counselor, teacher, and parents play in helping with the child's development. (Contains 20 references.) (JDM)

ED 439 353 CG 029 926

Hwang, Philip O.
Self-Esteem or Self-Delusion?
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Counseling; *Counselor Training; Cultural Awareness; Cultural Interrelationships; Higher Education; Learning Theories; Lifelong Learning
IDENTIFIERS- Multicultural Counseling

This paper examines the process of change, which includes internal affective and cognitive elements, leading to new perspectives, cognitions, and behaviors in regard to attitudes towards and relationships with others who are ethnically and culturally different from themselves. It emphasizes the necessity of lifelong development of counselor educators, as they are the role models for their students and trainees. It examines the complex change process, including how to motivate for change. It utilizes Multicultural Counseling Competencies as the standard by which to begin the discussion, and Robert Kegan's constructive-developmental theory of meaning-making as the framework for examining this process. The paper concludes that the change process can be exhilarating and painful. There are times of greater growth and periods of stasis, but continual attention and ongoing work is needed for counselors to internalize and actualize the embodiment of Multicultural Counseling Competencies in a genuine, authentic manner. (Contains 12 references.) (JDM)

ED 439 375   CG 029 952

Stevens, Patricia
What Exactly Is a Family?
PUB DATE- 98
NOTE- 6p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; Counselor Training; Cultural Awareness; *Family Attitudes; *Family (Sociological Unit); Foreign Countries; Higher Education; Individual Differences; Values
IDENTIFIERS- Malaysia; Sweden

It is imperative that counselors understand the difference in their personal perspective of what constitutes a family and the perspective of others, as well as the difference in personal perspective and "scientific knowledge". Beginning to acknowledge these differences is the first step in integrating diversity into counseling skills. This article presents a class exercise to assist students in becoming aware of their own idea of family as well as a tool to use with clients in order to determine their definition of family. In addition, it presents results of a survey that determined what the concept family means in theoretical terms. One distinctive finding was that American students tended to define family in relationship to the appearance of children in the household, which did not hold true for other populations. The pastoral counseling group tended to define family by blood ties that inhabit the same physical structure. Malaysian students overwhelmingly defined family within the context of their religious and cultural beliefs in which only those individuals who are related by blood or marriage are considered family. The recommendation is that counselors continue to examine what family means to various populations and cultures since counseling clients from other countries is becoming more common. (JDM)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Grade 1; *Low Achievement; *Parent Participation; *Phonics; Primary Education; Reading Achievement; Reading Aloud to Others; Reading Attitudes; *Reading Improvement; *Reading Instruction; Word Lists
IDENTIFIERS- Phonemic Awareness

A study examined the effectiveness of specific teaching strategies in the reading curriculum that would help underachieving first-grade students meet reading standards by the end of the school year. Subjects, 6 underachieving students, were given the Basic Phonics Skills Test (BPST), the Results high frequency word list, and the Results reading test at the beginning, middle, and end of the school year. Three strategies and interventions were used: phonics/phonemic awareness instruction, reading in leveled decodable books at least four times a week, and learning the first 100 high frequency words. Parents were also encouraged to participate: students took the decodable books home and read them to their parents. Results indicated that (1) the scores on the BPST correlated with the reading level scores of the students; (2) students who returned their decodable books each day and exchanged them for new books had higher reading scores than those who did not read at home each day; (3) the more high frequency words a student knew, the higher his/her reading level was; (4) parents believed the strategies were key to their child's successful reading development; and (5) students who read at home on a consistent basis showed more of a desire to read independently. An action plan based on these findings includes assessing students' reading progress throughout the year; teaching phonemic awareness; teaching a daily systematic program of phonics instruction; teaching the first 100 high frequency words; using leveled/decodable books; having students take home books; and involve parents in their child's reading development. (RS)

ED 439 396 CS 013 912

Taberski, Sharon
On Solid Ground: Strategies for Teaching Reading K-3.
PUB DATE- 00
NOTE- 219p.; Foreword by Shelley Harwayne.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Independent Reading; Oral Reading; Primary Education; Reader Response; Reading Aloud to Others; *Reading Instruction; *Reading Strategies; *Student Evaluation; Teacher Role
IDENTIFIERS- Guided Reading Procedure

More than a list of activities or descriptions of strategies for teaching reading in the primary grades, this book is organized around a series of interconnected interactions with the learner: assessment; demonstration; practice; and response. After describing the role of the teacher and setting up the classroom environment, the book shows how assessing reading, demonstrating effective strategies and skills, and providing opportunities for practice and response play out in whole-class, small-group, and one-on-one teaching sessions. Chapters in Part 1 (Understanding Our Role and Goals) are: (1) "From Where Are You Thinking?"; (2) "Defining Your Goals"; and (3) "Creating a Purposeful Environment and Daily Schedule." Chapters in Part 2 (Assessing Children to Determine Their research-based language arts strategies that many teachers use to successfully teach content area information are: (1) previewing vocabulary and content; (2) developing questions as guides to comprehension; (3) using realia, concrete objects, and manipulatives; (4) retelling and summarizing; and (5) creating visual representations. Underlying all of these activities is the assumption that students have access to a lot of books and are provided time and encouragement to read. (Contains 20 references.) (RS)

ED 439 418   CS 217 028

Kamrath, Angela E.
Structures in Writing: Foundations and Facilitators for Freedom.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Freedom; Higher Education; *Individual Development; Rhetorical Theory; *Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- Meaning Construction; Voice (Rhetoric); Writing Thinking Relationship

This paper suggests that, based on certain rhetorical theories and on one instructor's experience, writing structures--both deep and surface--potentially serve three positive purposes: facilitation of thought, foundation for growth, and voice validation. The paper contends that the ultimate effect of these attributes is freedom. Concerns of some teachers and theorists about traditional approaches to writing are mainly that they (1) define form as mere medium of content, and (2) overemphasize forms, neglecting content. The point is that a person need not be "either/or" when it comes to deciding between content and form or structure--both are essential to meaning. The structures of writing help stimulate the process of thinking and ultimately, meaning-making, and they can serve as foundations for growth. It seems important to recognize that a writing process is not merely embodied within a particular writing project, but exists on another, larger level--this writing process involves the stages of an individual's growth and development over time, the scope being the individual's academic and professional experiences, social interactions, personal explorations, developing worldviews, life adjustments, and so on. The paper concludes that, if anything, structures should guide students in possible directions, thus giving them more confidence and focus when approaching a writing assignment. (Contains 12 references.) (NKA)

ED 439 419   CS 217 029

Linklater, Kristin
If Words Be Made of Breath and Breath of Life: Shakespeare as CPR.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Teaching Shakespeare Conference of the National Council of Teachers of English (Bethesda, MD, March 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

process the struggle collectively. Appendixes contain sequence of writing assignments and the interview protocol. (Contains 2 tables of data and 38 references.) (NKA)

ED 439 439 CS 217 050

da Costa, Jose L.; Klak, Reg; Schinke, Robert
Mentoring: Promoting Inner City Elementary School Student Literacy.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Disadvantaged Youth; Educational Research; Elementary Education; *Inner City; *Literacy; Low Income; *Mentors; Program Evaluation; Program Implementation; *Student Needs
IDENTIFIERS- Edmonton Public Schools AB; *Protege Mentor Relationship

One of the keys to enabling children from disadvantaged backgrounds to be successful in school and later in life might be to provide them, through mentors, with exposure to literacy and numeracy, and to introduce problem-solving techniques to them early in their school careers. This study was concerned specifically with the mentorship experiences of: low socioeconomic or educationally disadvantaged elementary students who might not achieve their maximum potential in school or later in life; mentors who made commitments to work "one-on-one" with mentees on a regular basis for one school year; and the school mentorship coordinator as she worked to bring mentors and mentees together. These issues were examined at Norwood School in Edmonton, Alberta, Canada, where a mentorship program was implemented during the 1997-98 school year and continued in 1998-99. The program was designed to increase student literacy in this inner-city elementary school. Administrators and a teacher were interviewed, and questionnaires were distributed to 136 mentors (45 surveys returned), 136 mentees (83 returned), and 10 teachers (7 returned). Test scores were also examined. Compared with the literature, the findings are that: overwhelmingly students enjoyed spending time with their mentors; the majority of the mentors also enjoyed their interactions with their mentees; having an adult work with students gives students the feeling they are "worthwhile"; mentorship programs are most successful when designed to help develop the "whole child" socially and academically; and besides understanding how literacy develops in children, the program coordinator needs to have exceptional interpersonal communication skills. Test results showed conclusively that more students achieved and exceeded grade level expectations during the 1998-99 school year than the previous year. (Contains 11 references.) (NKA)

ED 439 440 CS 217 051

Nathan, Richard P.
Book List 2000.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

paper requires that students examine the interconnection between communication and the constitution of gender: course goals include analyzing the matrix of biological, historical, social, and cultural forces that act as constraining features of gender construction; identify ways in which communicative activity always and already constitutes gender as a meaningful achievement; locate the place of feminist theory; recognize the relationship between structures of oppression and social activism based on issues of gender; develop critical thinking skills; and empower students by critiquing and suggesting alternatives to the existing systems of gender. A certain disciplinary eclecticism is exercised in compiling the reading materials to more clearly discern ways in which humans come into being as gendered selves. In total, 11 perspectives on gender are explored in the course described in the paper. Also described are course goals and objectives, assignments, and the readings for each of the 14 weeks of the course. Contains 40 references. Attached is a brief course description including references to the readings used in the course. (RS)

ED 439 462   CS 510 273

Sipley, Kenneth L.
Training the Speaking Voice through Singing.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Singing; *Speech Communication; *Speech Skills; Vocal Music; Voice Disorders

Speech teachers and singing teachers have much in common. Both attempt in their teaching to develop the most powerful and effective instrument possible while trying to avoid vocal problems. Both have studied the physiology of the vocal mechanism to assist them in their teaching. Both are concerned with the expressive qualities of the voice as well as its beauty. Both seek to develop the student's natural voice rather than an artificial imitation of some master speaker or singer. Teachers of the singing voice have developed techniques to increase resonance and power while avoiding harm to the vocal mechanism. These techniques are based on scientific principles developed from the study of vocal physiology. They allow the student to develop his or her natural voice to the highest level of technique, freeing the voice to be more expressive. These techniques have application for training of the speaking voice as well. Includes exercises for developing the voice are attached. (Contains 18 references.) (RS)

ED 439 463   CS 510 274

Mackey-Kallis, Susan; Kirk-Elfenbein, Sharon
A Mass Media-Centered Approach to Teaching the Course in Family Communication.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Family Relationship; *Family (Sociological Unit); *Films; Higher Education; Mass Media Effects; Mass Media Role; Programming (Broadcast); *Television

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Administrator Effectiveness; *Administrator Evaluation; Educational Philosophy; Elementary Secondary Education; *Instructional Leadership; Models

This paper explores two questions: "What philosophical views of educational leadership will adequately allow us to meet the demands of a rapidly changing world?" and "How should such leadership be assessed?" The article asserts that evaluation of educational leadership needs to break away from the limitations of restrictive models to become creative ventures that are reflective of the dynamic quality of outstanding leadership. It explores ways to reframe perspectives about policies and practices around the assessment of education leadership by reviewing past beliefs and emergent frameworks that shaped ways of thinking about educational leadership. The text proposes an open-systems framework for understanding and assessing educational leadership. It examines three definitions of leadership--the trait approach, the style approach, and the contingency approach--and proposes a different framework, grounded in new leadership approaches/theories, open-systems theory, and learning organizations, so as to equip leaders for the demands of a rapidly changing world. The next section assesses leadership models and highlights the inadequacy of existing models to evaluate educational leadership. The paper concludes that no one model of leadership practice is adequate to serve all contexts since no model can accommodate the diverse contextual realities in which educational leaders must function. (Contains 36 references.) (RJM)

ED 439 484 EA 030 280

Wells, Zella; Scollay, Susan J.; Rinehart, James S.
A Comparison of Job Responsibilities of Kentucky's 1997-98 Induction-Year Intern Principals and Assistant Principals.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Assistant Principals; Elementary Secondary Education; Instructional Leadership; *Internship Programs; *Management Development; *Principals; School Administration
IDENTIFIERS- *Kentucky

This paper draws on research conducted to achieve three general purposes: (1) determine the characteristics of Kentucky's 1997-98 principal and assistant principal interns and whether their work differed; (2) ascertain whether work differences existed among interns according to gender or school level--elementary, middle, or high; and (3) to investigate possible changes, including effects of reform initiatives such as high-stakes accountability on the roles of 1997-98 first-year principal and assistant principal interns. For the study, all principal interns and assistant principal interns that were employed in Kentucky's public schools during the 1997-98 school year were surveyed. An analysis of the 134 surveys that were returned (87 percent) found that the self-reported administrative duties of

Finance; Elementary Secondary Education; *Needs Assessment; School District Spending; School Funds; *School Taxes
IDENTIFIERS- *California

This report examines the fate of general obligation (G.O.) bond measures in California from 1986 to 1999. For the entire 13-year period, the passage rate for local G.O. bonds averaged 54 percent. However, this average masks some dramatic variations depending on when the election was held, the district holding the election, and the area of California in which it was located. In 1990, California's school-facility problems were apparent, but a serious recession in the early 1990s had a dampening effect both on local district's willingness to go to voters for G.O. bonds and voters' willingness to approve them. Although the success of bond elections has varied by district type and size, in general, small elementary districts have done better at the polls and received approval for substantially more funding for facilities on a per-pupil basis. As a whole, elementary districts have been more successful at securing voter approval than unified districts and high-school districts. However, when it comes to amount per pupil, high-school districts received more money, reflecting, in part, the higher cost of high-school facilities. Furthermore, bond-election passage rates differed by county and region, and the causes behind success or failure remain open to question. (RJM)

ED 439 506 EA 030 314

Earmarking Lottery Funds for Instructional Materials. EdSource Election Brief, Proposition 20.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Finance; Elementary Secondary Education; Higher Education; Instructional Materials; Needs Assessment; School District Spending; School Funds; State Universities; *Textbooks
IDENTIFIERS- *California; *State Lotteries

This article outlines the provisions and summarizes the arguments for and against "The Cardenas Textbook Act of 2000" (Proposition 20). This Proposition amends California's Code to give half of any increase in public education's share of lottery proceeds to school districts and community colleges. Since its approval in 1984, California's state lottery has allocated at least 34 percent of its annual receipts to public education. However, none of the money may be used for school facilities, research, or any other noninstructional purpose. The impact of Proposition 20 will depend on how much lottery funds will increase. Because the increase in funds for K-14 education is relatively small, the primary issue voters must decide is whether they want monies earmarked for instructional materials. The current state budget already includes support for instructional materials but proponents for the proposition argue that the state has a textbook shortage, ranking 47th nationally in textbook spending per pupil. Opponents of the measure point out that more and more money is being earmarked for specific purposes, and many school districts prefer to fit their expenditures to local circumstances and needs. Future allocations under Proposition 20 would depend on increased (or decreased) total lottery proceeds and the annual growth of the student population. (RJM)

Curriculum Alignment. NC HELPS: North Carolina Helping Education in Low-Performing Schools.
PUB DATE- 99
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Curriculum; Elementary Secondary Education; Evaluation; Instructional Improvement; Team Training
IDENTIFIERS- *Curriculum Alignment; North Carolina; *North Carolina Standard Course of Study

As defined in North Carolina, curriculum alignment is the process that examines the way curriculum is taught to ensure it is consistent with the content of the curriculum as specified in "The Standard Course of Study." The process also includes aligning classroom instruction and assessments to the state assessments. This training skills packet contains an introduction to alignment, an overview of curriculum alignment, and a description of curriculum alignment in North Carolina. It contains 13 activities necessary for trainers to present the materials to participants. Topics include the definition of alignment, why curriculum should be aligned, how it is achieved, and what the issues or implications of alignment are. The packet contains an evaluation form, handouts, and transparencies. (DFR)

ED 439 527   EA 030 335

Overview of Education in Texas. Measuring Up: The State of Texas Education. A Special Report of the Texas Kids Count Project.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 22p.; For another report in the Measuring Up series, see EA 030 336.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Environment; Educational Needs; Elementary Secondary Education; *Needs Assessment; Public Schools; State Surveys
IDENTIFIERS- *Texas

This is the first in a series of reports about public education in Texas. This introductory report summarizes many of the challenges faced by students in Texas, as well as challenges faced by the schools they attend. It focuses on low income and disadvantaged children and describes some of the major education-reform efforts currently being discussed. The report opens with a profile of Texas school children and a discussion of some of the challenges faced by these children. It explores environmental and social factors, family literacy, early childhood education, learning standards and student assessment, student achievement, social promotion, dropouts, children with special challenges, bilingual education, special education, school finance, school crowding, professional development, technology in schools, school facilities, parental and family involvement with schools, violence in schools, school-community partnerships, charter schools, contracting, school-choice magnet schools, school-based services for children and their families, and vouchers. The report concludes that almost half of all students in Texas are considered economically

*Professional Development; Proposal Writing; Publish or Perish Issue; Scholarly Journals; Special Education; Technical Writing; Textbook Publication; *Writing (Composition); *Writing for Publication

This publication is designed to encourage more voices in general and special education by providing advice for all education professionals interested in reaching colleagues by publishing their work. It addresses publishing books, curricula, and other products, articles, and grant proposals. Specific chapters include: (1) "Catching the Writing Bug" (Festus E. Obiakor, Bob Alogozzine and Jean N. Boston); (2) "Professional Development Means Being Known for What You Do" (Bob Algozzine, Fred Spooner, and Anne M. Bauer); (3) "Expressing Diverse, Minority Scholar Voices" (Festus E. Obiakor and Bridgie Alexis Ford); (4) "Overcoming Challenges That Face Young Writers" (Mark B. Goor); (5) "Being Successful in the Academy" (Robert Rueda, Shariba Rivers Kyles, and Kofi Lomotey); (6) "Writing Books, Materials, and Other Professional Products" (Jean N. Boston and James R. Patton); (7) "Becoming a Successful Grant Proposal Writer" (Terese Mehring and John O. Schwenn); (8) "Technology as a Tool Kit for Aspiring Writers" (Dave L. Edyburn and Kenneth A. Weaver); (9) "Working with Editors of Research Journals" (Martha Thurlow, Bob Algozzine, and Dave Edybum); (10) "Working with Editors of Practice-Oriented Journals" (Dave L. Edyburn, Fred Spooner, and bob Algozzine); and (11) "Professional Development Requires Continuous Improvement" (Bob Audette, Bob Algozzine, and Festus E. Obiakor). Appendices include lists of journals containing articles about children with exceptionalities and publishers of special education materials. (Chapters contain references.) (CR)

ED 439 547   EC 307 726

Din, Feng S.; McLaughlin, Donna
Teach Children with Autism with the Discrete-Trial Approach.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Clearwater, FL, February 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; Classroom Techniques; Daily Living Skills; *Expressive Language; *Instructional Effectiveness; Language Acquisition; *Positive Reinforcement; Preschool Children; Preschool Education; *Skill Development; Teaching Methods; Urban Schools

This paper discusses the outcomes of a study that investigated whether applying the discrete-trial approach is effective in teaching children with autism to learn functional and pre-academic skills. Participants were four young children with autism (ages 3-4) attending a preschool special education program of an urban public school. Discrete-trial training with positive reinforcement was provided for 7 months to 1 year for approximately 1 hour per day. At the beginning of each training session, the teacher focused the child's attention, first by talking to the child and moving the child's face toward the teacher's face, then by verbally presenting a discriminative command to the child, waiting for the child to respond, and prompting as necessary. As soon as the child responded, the teacher made a rewarding remark and gave the child some tangible reward or a toy to play with for a brief moment. Children were taught to follow directions, identify objects,

Preparation; College Students; *Decision Making; Educational
Counseling; *Gifted; Higher Education; Secondary Education;
Student Costs; *Student Needs

This guide offers information on undertaking a comprehensive, well-organized, programmatic approach to college planning. "The College Search: Defining the Problem" provides an overview of college-planning problems and offers solutions. A comprehensive, systematic 6-year timeline is included. "Planning for Gifted Students: What Makes Them Different?" provides a conceptual framework for understanding the intellectual, social, and emotional characteristics of gifted adolescents and offers suggestions for meeting their needs. The framework can be used to develop student profiles and plan specific programs that meet individual needs. "The College Search: A Matter of Matching" provides recommendations and resources for counselors and parents who want to help students be aware of and understand their personal learning styles, values, interests, and needs. "Learning About Colleges: What Have They Got That I Want?" is designed for counselors and parents who want to assist gifted students in researching schools and help students integrate self-understanding with an understanding of college offerings. "The Application Process: What Have I Got that They Want?" explains how credentials are evaluated by colleges and includes specific information on college interviews, writing an effective essay, enhancing applications, and college costs. Appendices include glossaries, resources on gifted students, and a common college application. (CR)

ED 439 587 EC 307 746

Safe Schools--Safe Students: Guidelines for Implementing Discipline Procedures under the New Individuals with Disabilities Education Act (IDEA). A Resource Guide for School Boards, Superintendents, Directors, Principals, Teachers, Support Staff, and Parents. Second Edition.
PUB DATE- 98
NOTE- 124p.; Second Edition of original 1996 Resource Guide: Addressing Students with Disabilities Who May Exhibit Violent, Aggressive and/or Dangerous Behaviors.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Disorders; Behavior Problems; Compliance (Legal); Decision Making; *Disabilities; *Discipline; Due Process; Educational Planning; Elementary Secondary Education; Emotional Disturbances; Evaluation Methods; *Expulsion; *Federal Legislation; Individualized Education Programs; Inservice Teacher Education; Policy Formation; Postsecondary Education; Professional Development; School Responsibility; *School Safety; Student Placement; Student Records; *Suspension; Violence
IDENTIFIERS- *Functional Behavioral Assessment; Individuals with Disabilities Educ Act Amend 1997

This resource guide is designed to assist practitioners in implementing the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) as they make decisions regarding the education placements of students with disabilities who exhibit dangerous behaviors. In addition, suggestions are included to assist schools in developing plans to create safe and secure environments for all students.

comparable data regarding U.S. school facilities. (GR)

ED 439 587   EF 005 499

Building Our Future: Making School Facilities Ready for the 21st Century. Report of the NASBE Study Group on School Infrastructure.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Facilities Design; *Educational Facilities Improvement; *Educational Quality; Elementary Secondary Education; *Public Schools; *School Districts; *State School District Relationship
IDENTIFIERS- *Infrastructure; Technology Implementation

This report presents study results on the condition of the nation's school infrastructure and provides recommendations for creating a system of comprehensive strategic planning that will support the creation of high quality learning environments for all children. The report highlights the efforts of a number of schools, districts, states, and private corporations that are creating innovative ways to produce high quality school infrastructure. Chapters examine each of the following recommendations made by the National Association of State Boards of Education (NASBE) Study Group: (1) planning and implementing building designs that help achieve the district's educational plans; (2) creating mechanisms to help districts provide adequate technology and technological support for students and compel educators and local boards to integrate technology into their educational plan; (3) ensuring that teachers and support staff have access to state-of-the-art professional space, technology, and technical assistance in attaining state and district education goals and implementing reform; and (4) encouraging state policymakers and local districts to work together to create funding mechanisms that ensure all students have access to genuinely good schools. (Contains 31 references.) (GR)

ED 439 588   EF 005 500

Odell, John H.
School Buildings: Planning, Design, and Construction Series 1-8.
PUB DATE- 95
NOTE- 261p.; For individual chapters in the guide, see ED 438 072-079.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Management; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Foreign Countries; *Private Schools; *School Construction
IDENTIFIERS- Australia (New South Wales)

This guide provides assistance to key personnel charged with developing an independent school construction process in New South Wales (Australia). The guide's eight booklets emphasize the importance of master plans; encourage cooperation of school staff, boards, and the surrounding community in building schools; and outline the planning process and techniques for greater creativity in school design and efficiencies in the

PUB DATE- 00
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Cognitive Style; Elementary Secondary Education; English (Second Language); Evaluation Methods; *Immersion Programs; Language of Instruction; Lesson Plans; Literacy Education; *Oral Language; Second Language Instruction; Second Language Learning; Student Evaluation; Teacher Education; Teaching Methods
IDENTIFIERS- Content Area Teaching; *Two Way Bilingual Education

This handbook provides a comprehensive, theoretical framework and practical guide to implementing, evaluating, administering, and maintaining a successful dual language instruction program. Practical tools include sample lessons, evaluation checklists, tables, and charts. Also provided are a list of reference materials, useful organizations, resource centers, and professional periodicals and journals. The book explicitly addresses effective ways of stimulating oral language development in the second language, teaching literacy and academic content in two languages, and appropriate ways of assessing dual language development. A "Voices From the Field" segment provides real-life examples of the principles and practices being implemented, complementing this volume's theoretical framework. Chapter titles include the following: "Critical Features of Enriched Education"; "Teaching Literacy in Two Languages"; "Teaching Content"; "Assessment"; "Model Lessons and Assessment Procedures"; and "Advocacy." Appendixes include: "A Glossary of Terms for Enriched Education Teachers"; "Publishers of Curriculum Materials"; "Useful Organizations, Resource Centers, Professional Periodicals and Journals"; "Informational Videotapes and Directories of Programs"; and an "Index to Tables and Figures." (Contains extensive references.) (KFT)

ED 438 [illegible]   FL 026 202

Porter, Rosalie Pedalino, Ed.; Thomsen, Kerri Lynne, Ed.; Kimbrell, William, W., Ed.
READ Perspectives 1997.
PUB DATE- 97
NOTE- 226p.; For the 1996 issues, see ED 438 735.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Foreign Countries; Hispanic Americans; Immigrants; *Language Minorities; Limited English Speaking; Politics of Education; Second Language Instruction; Second Language Learning; Spanish Speaking; *Teaching Methods
IDENTIFIERS- Bethlehem Area School District PA; Mexico; Pennsylvania (Bethlehem)

This document comprises the two 1997 issues of the journal. Articles include the following: "The Importance of Learning English: A National Survey of Hispanic Parents" (Michael La Valle); "The Languages of Immigrants" (Charles L. Glenn); "Follow-Up Study on the Bethlehem, PA School District's English Acquisition Program" (Ann Goldberg); "The Cost of Bilingual Education: Updating a National Study" (Terry Graham); "LEP

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Role; *Corporations; Economic Development; Economic Factors; *Higher Education; Housing; Neighborhood Improvement; *Partnerships in Education; Program Development; *School Community Programs; School Community Relationship

IDENTIFIERS- *Community Development Corporations; Community Outreach Partnership Centers; Department of Housing and Urban Development

The U.S. Department of Housing and Urban Development's Office of University Partnerships helps support the process of forming higher education-community development partnerships through its Community Outreach Partnership Centers (COPC) and Joint Community Development (JCD) initiatives. This handbook describes COPC and JCD initiatives for building partnerships with community development corporations (CDCs) to more effectively plan and carry out projects to improve their neighborhoods. The handbook emphasizes higher education partnerships with CDCs designed to strengthen the human, organizational, economic, and physical capacity of neighborhoods and their residents. Seven sections examine: community development and CDCs; the nature and complexities of higher education-community development partnerships and lessons learned from these partnerships; the role and experiences of colleges and universities in creating new CDCs; ways that universities can support new or existing CDCs; university-CDC partnerships for physical development in neighborhoods; the role of higher education institutions for working with CDCs in community economic development; and conclusions. An appendix presents definitions and procedures for CDC incorporation. (Contains 53 references.) (SM)

ED 439 630 HE 032 649

Kane, Thomas J.

The Price of Admission: Rethinking How Americans Pay for College.

SPONS. AGENCY- Russell Sage Foundation, New York, NY.

PUB DATE- 99

NOTE- 164p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; College Bound Students; Economic Development; *Educational Finance; Educational Policy; Family Income; Federal Aid; Federal Government; Financial Needs; Higher Education; *Paying for College; State Aid; State Government; Student Costs; *Student Financial Aid; Taxes; Two Year Colleges

IDENTIFIERS- Individual Retirement Accounts; Job Training Partnership Act 1982; Pell Grant Program

This book analyzes the financing of U.S. higher education. Chapter 1, "Introduction," discusses education's response to the labor market, causes of the financing crisis and constraints, and justifying change. Chapter 2, "How We Pay for College," examines components of the financing system; determining expected family contribution and need; federal aid programs; anomalies in financial aid formulas; prices students actually pay; net progressivity of federal, state, and institutional subsidies; state subsidies to two- and four-year colleges; tax benefits and expenditures; college investment behavior; and how other countries pay for college. Chapter 3,

Tribal Colleges and Universities Guide the Way.
PUB DATE- 99
NOTE- 6p.; Written by the White House Initiative on Tribal Colleges and Universities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; College School Cooperation; Educational Equity (Finance); Educational Resources; Educationally Disadvantaged; *Federal Indian Relationship; Government Role; *Government School Relationship; Higher Education; *Partnerships in Education; Resource Allocation; School Support; *Tribally Controlled Education

This brochure reviews a White House Executive Order on tribal colleges and universities that sets in motion a comprehensive effort to increase public and private resources and partnerships to strengthen the infrastructure of these institutions. Currently more than 350 degree and 180 vocational programs give students an opportunity to earn two-year, baccalaureate, and master's degrees. Goals of this Executive Order include: (1) building recognition and participation by fully recognizing tribal colleges as accredited institutions; (2) ensuring federal support of tribal colleges on an ongoing basis and establishing mechanisms for increasing access to federal resources; (3) strengthening educational achievement by promoting access to high-quality educational opportunities for economically disadvantaged students; (4) nurturing native culture and language; (5) encouraging innovative links between tribal colleges, early childhood programs, and elementary and high schools; and (6) supporting national education goals to ensure achievement and lifelong learning. Corporations, foundations, federal agencies, and others are encouraged to support partnerships; help build infrastructure; assist with planning, development, administrative systems, and communications; create K-12 links between tribal colleges and their organizations through curriculum development, summer academies, and systemic change; provide technical assistance; and use technology to help tribal colleges develop their own capacities. (CH)

ED 439 651 HE 032 728

Guyer, Paul; Kuhn, Jennifer; Breedlove, Buzz
Year-Round Operation in Higher Education. An LAO Report.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Educational Demand; Educational Economics; *Educational Planning; *Enrollment Trends; Higher Education; Public Education; School Restructuring; State Colleges; State Government; State Universities; *Statewide Planning; *Year Round Schools
IDENTIFIERS- *California

This report reviews projected enrollment growth of the three segments of higher education in California: the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC). The report concludes that in order to serve the enrollment growth of the next decade, the three segments should move to year-round operations, which would enable the state to serve up to one-third more students. To accomplish this change, it is recommended that the state mentioned and add some of their own. (AEF)

ED 439 668 IR 019 937

Kelch, Panette Evers; Karr-Kidwell, PJ
How Computer Technology Expands Educational Options: A Rationale, Recommendations, and a Pamphlet for Administrators.
PUB DATE- 00
NOTE- 68p.; Colored text and images in the appendix may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Uses in Education; Educational Administration; Educational Development; *Educational Resources; *Educational Technology; Elementary Secondary Education; Instructional Materials; *Internet; World Wide Web

The purpose of this paper is to provide a historical rationale on how computer technology, particularly the Internet, expands educational options for administrators and teachers. A review of the literature includes a brief history of computer technology and its growing use, and a discussion of computer technology for distance learning, for research writing, and for assisting teachers with instructional materials, lesson plans, maintaining grades, and accommodating different student-learning styles. Discussion then moves to implementation of Web-based teaching, using online formats versus in-class formats, and the benefits and limitations of the Internet for education. The paper concludes that it is the responsibility of administrators to work with teachers and students to develop appropriate applications and guidelines for effective Internet use in schools. Included with the paper is a pamphlet for teachers and administrators that lists Web sites for all subject disciplines that teachers can use for incorporating Internet resources into the classroom. (Contains 52 references.) (AEF)

ED 439 669 IR 019 938

CNN Newsroom Classroom Guides. July 1999.
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for July 1-30, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related new terms. Top stories include: Kosovo after the strikes, and saving the Everglades (July 1-2); stalled peace for Northern Ireland, moving Germany's capital back to Berlin, Eileen Collins--first female space shuttle commander, and hate crimes and the role of the Internet in promoting messages of hate groups (July 6-9); U.S. Women's team captures soccer's World

ED 439 689 IR 019 961

Small, Ruth V.; Arnone, Marilyn P.
Turning Kids on to Research: The Power of Motivation. Information Literacy Series.
PUB DATE- 00
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Educational Practices; Elementary Secondary Education; Information Skills; Learning Motivation; Lesson Plans; *Student Motivation; *Student Research; Teaching Methods

Taking into consideration the motivational needs of different students, the book discusses both internal and external motivators such as attaining a sense of achievement or leadership versus earning a physical reward such as candy or a field trip. These and other motivating factors are then incorporated into discussions of how to create productive research sessions. The book is organized into five chapters following the basic steps of the research process. After presenting motivational theories as a foundation for information skills instruction, the book moves on to methods of generating and maintaining interest in the research process and confidence in research abilities. From there, it explores the promotion of valuing information skills, satisfaction in research accomplishments, and continuing information exploration. Easy entry points in each chapter include "Motivational Moments" from real teachers and school media specialists that summarize research-based lesson plans that succeeded in both challenging and exciting students. Each chapter also includes a sample "Lackluster Lesson Plan" followed by the same lesson plan after a "Motivational Makeover." Chapters close with review questions, an answer page, a page for notes, and lists of references. (Contains an index.) (AEF)

ED 439 690 IR 019 962

CNN Newsroom Classroom Guides. February 2000.
PUB DATE- 00
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for February 1-29, 2000, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: significance of the New Hampshire Primary, victors in the New Hampshire Primary, activities of the presidential candidates, and more activities on the campaign trail (February 1-4); Hillary Clinton's candidacy, key issues of Democratic and Republican campaigns, Library and Information Science MLIS , Ph.D. in Library and Information Science, undergraduate program, continuing education and professional development); the MLIS portfolio; internships; and instructional resources and staffing. (AEF)

ED 439 712 IR 057 806

Borgman, Christine L.
A Field in Transition: Proposal To Change the Name of the Department of Library and Information Science to the Department of Information Studies.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; Educational Change; Educational Development; Graduate Study; Higher Education; *Information Science; *Library Science; Program Development
IDENTIFIERS- *Information Studies; *University of California Los Angeles

The University of California, Los Angeles (UCLA) has taken advantage of a unique and timely opportunity to build on core strengths in information studies and on complementary strengths elsewhere in the Graduate School of Education and Information Science (GSE&IS) and on campus to achieve an academic program that lies at the intellectual core of the information-centered university of the 21st century. This document represents a proposal to change the name of the Department of Library and Information Science to the Department of Information Studies. The proposal is divided into the following sections: statement of vision for the Department of Information Studies; introduction; transition from Library and Information Science to Information Studies; job market for Information Studies graduates with Master's and Ph.D. Degrees; research and development opportunities; Information Studies programs in other universities and at UCLA; and a summary. (AEF)

ED 439 713 IR 057 807

Banks, Paul N., Ed.; Pilette, Roberta, Ed.
Preservation: Issues and Planning.
PUB DATE- 00
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Archives; Library Administration; Library Collections; *Library Planning; Library Policy; Library Technical Processes; *Preservation; Records Management
IDENTIFIERS- Digital Collections; Digitizing

A reference guide from leading experts in the field, this book covers the repair, maintenance, and preservation of library or archive collections, providing a definitive and authoritative analysis of how to plan for and ensure the long-term health of an institution's collection in this digital age. Chapters include: (1) "Defining the Library Preservation Program: Policies and Organization" (Carolyn Clark Morrow); (2) "Preservation Programs in High-use Library Collections" (Sara

SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 75p.; Accompanying CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; *Educational Change; *Educational Improvement; Futures (of Society); Institutional Role; *Leaders Guides; Leadership; Nonprofit Organizations; Partnerships in Education; *Policy Formation; Professional Associations; Two Year Colleges

The New Expeditions initiative was launched in 1998 as a joint project of the American Association for Community Colleges and the Association of Community College Trustees, with support from the Kellogg Foundation. The goal of the initiative was to consider important issues and offer a vision for the future of community colleges. This report presents a set of recommendations for community college leaders based on ideas and suggestions gathered by the New Expeditions initiative. The report is organized into four major sections: (1) Community Connections; (2) Learner Connections; (3) College Connections; and (4) The Challenge. Recommendations are presented in fifteen categories: civic role, employers and the economy, P-16 connections, learner-centered colleges, access and equity, inclusiveness, curriculum, support services, credentialing, lifelong learning, human resources, technology, accreditation, governance, and finance. A list of contributors is appended. Available with the book is the executive summary and the CD-ROM version of the report. (Contains 131 references.) (RDG)

ED 439 736   JC 000 243

Perez, Pedro
Development of a Mentor Program for Latino Students at Borough of Manhattan Community College.
PUB DATE- 99
NOTE- 55p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Persistence; *Community Colleges; Counseling; *Hispanic Americans; *Mentors; Minority Groups; *Program Development; Student Development; Student Personnel Services; *Two Year College Students; Two Year Colleges
IDENTIFIERS- City University of New York Manhattan Comm Coll

The purpose of this study was to develop a mentor program for Latino students in the College Discovery Program at Borough of Manhattan Community College. The mentor program was intended to address some of the needs experienced by Latino students and to improve retention rates. This paper describes the process involved in developing the mentor program. A literature review indicated factors that strongly affect student performance and persistence: language barriers; lack of role models; financial aid; and support services. A formative committee was established to plan the program. The committee formulated four general objectives for the mentor program: student recruitment; mentor recruitment; development of tracking forms; and evaluation and feedback. A pilot program involving 13 students and 10 mentors was implemented based on the recommendations of the committee. Appendices include: outline of mentor program; notes on the formative committee; notification letter sent to students; mentor profile form; student profile form; advertising flyer; mentor responsibilities and guidelines;

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Computer Uses in Education; Cost Effectiveness; Delivery Systems; *Distance Education; Educational Improvement; Educational Media; *Educational Quality; Educational Resources; *Educational Technology; Foreign Countries; Higher Education; Intermode Differences; *Internet; Multimedia Instruction; Needs Assessment; *Online Systems; Position Papers; Productivity
IDENTIFIERS- Canada; Impact Studies

Online teaching technologies still have three main disadvantages: cost, complexity, and negative impacts on productivity. In many areas of Canada, cost is still a major factor affecting ownership and use of computers and other new technologies. Until online teaching technologies become as simple to use as telephones and new cars, they will continue to fail to produce productivity increases. The Internet illustrates how online teaching technologies have been a mixed blessing. The Internet's potential advantages as a teaching tool stem from the fact that it is engrossing and inherently interesting, incorporates multi-sensory uses of media, provides enormous numbers of connections to other sources of information and interaction, allows everyone an individualized experience, and can both reflect and be a creation of teachers and learners. However, these same characteristics also account for some of the Internet's major weaknesses as a teaching tool. Any plan to use the Internet and other new technologies as teaching tools must begin with a quality-oriented assessment of the given technology's fitness for use as a teaching tool. Factors to consider include whether the technology is directly related to the learning outcomes of specific audiences of learners, affordable, readily accessible to local users, and durable and long-lasting. (MN)

ED 439 235 CE 079 832

Molek, Carol
ABLE Assessment Practices. Final Report, Fiscal Year 1998-1999.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 67p.; Project Coordinator was Lori Forlizzi.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Assessment; Evaluation Criteria; Evaluation Needs; *Literacy Education; State Programs; *Student Evaluation; Test Reviews; Test Selection; Test Use; Test Validity; Testing; *Tests
IDENTIFIERS- *Pennsylvania

A project was conducted to revise the list of assessment instruments that Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education (ABLE)-funded agencies are permitted to use to report learner gains. Through a mail survey, the project researched 19 standardized assessment instruments used by agencies for reporting learner gains and identified areas in which appropriate instruments were needed. Instruments that were in use and others that were identified as having potential use were examined to determine whether they met acceptability requirements. Recommendations for revising the list of acceptable instruments were submitted to the bureau. The project found that five standardized instruments--

communication problems; (3) appropriate subjects; (4) advantages; (5) disadvantages; (6) mature learning skills; (7) design; and (8) the chat room's future. Comparing these findings to a current theory of adult learning principles, the interviewees indicated that the chat room has potential as an effective educational tool for adult learners as an alternative, supplement, or addition to traditional classrooms. A sample interview questionnaire is appended. (KC)

ED 439 253 CE 079 874

Saffer, Nancy
Core Subjects and Your Career: English and Your Career, Math and Your Career, Science and Your Career.
PUB DATE- 99
NOTE- 16p.; Reprinted from the summer 1999 issue of the "Occupational Outlook Quarterly".
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Career Development; Careers; *Education Work Relationship; Educational Needs; *Employment Qualifications; *English; English Curriculum; High Schools; Higher Education; Mathematical Applications; *Mathematics; Mathematics Curriculum; Mathematics Instruction; *Occupational Information; *Science Careers; Science Curriculum; Science Instruction

This booklet contains three articles that explain the importance of English, mathematics, and science subjects in every student's career preparation. For students with an interest in or aptitude for a subject, the articles explain the link between that subject and a number of careers. Each article also describes how people use English, mathematics, and science in everyday life and lists occupations requiring various levels of competence in these subjects. (KC)

ED 439 254 CE 079 875

Veneri, Carolyn M.
Here Today, Jobs of Tomorrow: Opportunities in Information Technology.
PUB DATE- 98
NOTE- 15p.; Reprinted from the fall 1998 issue of the "Occupational Outlook Quarterly".
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Careers; Computer System Design; *Computers; Databases; Educational Needs; *Employment Projections; Employment Qualifications; Higher Education; *Information Technology; *Labor Market; *Occupational Information; Salaries; Technological Advancement
IDENTIFIERS- *Computer Related Occupations

This report outlines job opportunities in the field of computer information technology and the requirements for jobs in this field. Jobs profiled include computer programmers, systems analysts, computer engineers, and database administrators, computer support specialists, and other computer scientists. The report then summarizes the labor market for the past few years and into the future, detailing future demand, where the jobs are, and the labor supply. The report also provides

Matching Yourself with the World of Work, 1998.
PUB DATE- 98
NOTE- 21p.; Reprinted from the Fall 1998 issue of the "Occupational Outlook Quarterly".
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Blue Collar Occupations; Building Trades; *Career Choice; *Career Education; Clerical Occupations; Decision Making; Definitions; Demand Occupations; *Education Work Relationship; Educational Needs; Electrical Occupations; *Employment Opportunities; *Employment Qualifications; Energy Occupations; Finance Occupations; Health Occupations; Insurance Occupations; *Job Skills; Labor Market; Managerial Occupations; Occupational Clusters; Office Occupations; Personality Traits; Postsecondary Education; Professional Occupations; Sales Occupations; Secondary Education; Semiskilled Occupations; Service Occupations; Skilled Occupations; Tables (Data); Technical Occupations; White Collar Occupations; Work Environment
IDENTIFIERS- Environment

This booklet, which is designed to help individuals match themselves with jobs, discusses the common skills, abilities, and habits all employees need to bring to a job, as well as occupation-specific characteristics and skills. The first half of the booklet is a discussion of considerations in choosing a career that covers the following topics: (1) importance of making a good career choice; (2) mathematics and English skills required for most jobs; (3) sources of additional information on career choice; (4) personal and job characteristics (mathematics, English, science, computer, artistic, creative, persuasive, and interpersonal skills; mechanical ability; leadership and managerial ability); (5) personal skills and abilities; (6) work characteristics (travel between worksites, overnight travel, hazardous duties or conditions, operation of machinery or equipment, outdoor work, irregular work schedule, job stress, physical demands, economic sensitivity, geographic concentration); (7) occupational characteristics; and (8) education and training. The second half of the booklet is a table that classifies approximately 250 jobs according to 22 characteristics in the following four categories: personal skills and abilities; work characteristics; occupational characteristics; and education and training requirements. The jobs are divided into the following nine categories: executive, administrative, and managerial; professional and technical; marketing and sales; administrative support and clerical; service; mechanics, installers, and repairers; construction trades; production; and miscellaneous. (MN)

ED 439 272 CE 079 915

Hall, E. Comp.; Roodt, J., Comp.
Skills Needs of the SA Labour Market: 1998-2003.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Blue Collar Occupations; Building Trades; *Career

Diagnosis; *Faculty Development; Instructional Materials; Learning Activities; *Learning Disabilities; Student Evaluation; Teaching Guides; *Teaching Methods

This manual is designed for professional development of both new and experienced Florida adult educators by providing them with insight into general characteristics of learning disabilities in adults. It is one of three manuals developed to supplement a previous series of professional development manuals. Each of its five units consist of some or all of the following components: objectives; informational material; and check of understanding. Unit topics are as follows: (1) overview of learning disabilities; (2) assessment criteria and procedures, including the importance of both formal diagnoses and informal assessment; (3) instructional strategies and environmental accommodations; (4) advocacy, with an overview of legislation; and (5) literacy completion points, which define the Florida 1998 Workforce Development legislation that mandates documentation of student progress and describes the monitoring process. Appendixes include an academic assessment instrument for literacy students; answer keys for the unit checks; instructor comprehensive assessment of material in this manual and answer key; names and addresses of 6 professional organizations; 8 organizational information resources; 32 references; and evaluation form. (YLB)

ED 439 290 CE 079 935

Tout, Dave
Numeracy Up Front: Behind the International Life Skills Survey.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Daily Living Skills; Developed Nations; Developing Nations; Foreign Countries; International Cooperation; International Educational Exchange; Literacy Education; *Numeracy; Test Items
IDENTIFIERS- Australia

The numeracy abilities of adults is now part of the 2002 International Life Skills Survey (ILSS) to be administered to representative samples of adults aged 16-65 in participating countries. The Numeracy Working Group has spent more than two years developing a conceptual framework based on the premise that numeracy is the bridge between mathematical knowledge and the real world. Since one cannot assess numeracy directly, the framework focuses on five facets of numerate behavior, which involve: (1) managing a situation or solving a problem in a real context; (2) responding to numeracy situations; (3) having information about mathematical ideas; (4) representing numeracy in a range of ways; and (5) enabling knowledge, behaviors, and processes. A scale that estimates the complexity of numeracy tasks uses the following five factors: complexity of mathematical information or data; type of operation/skill; expected number of operations; plausibility of distractors; and type of match/problem transparency. A pool of 80 assessment items has been developed that satisfies the conceptual framework and facets. Feasibility studies have resulted in 68 "good" items. A problem is that the assessment must be done available on developing multicultural awareness. (Contains 347 references.) (JDM)

ED 439 309   CG 029 876

Evraiff, Bill, Comp.; Evraiff, Lois, Comp.
Proceedings of the International Conference on Counseling in the 21st Century (1st, Hong Kong, December 28-30, 1989).
PUB DATE- 89
NOTE- 404p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Students; Counseling; *Cross Cultural Studies; *Cultural Pluralism; Educational Change; Elementary Secondary Education; Foreign Countries; High School Students; Higher Education; Substance Abuse

This collection from the First International Conference on Counseling presents a collection of papers delivered on emerging counseling issues in Asian countries and the United States. The tremendous impact on peoples' lives of the cultural, political, and economic changes in these countries has created numerous issues that impact the counseling profession. The papers included in this symposium address ways in which these changes have affected peoples lives, as well as how the interconnecting of these cultures has changed lives. Some specific issues emerging from these changes include topics of aging, changing roles of women, career counseling, abuse, educational reform, technology, and cultural, political and economic development. All conference presentations are included. The 21 papers include: (1) "Personality Fitness Training for Youth" (J. Hart, R. Revheim); (2) "Direction of Guidance Work in Hong Kong Primary Schools" (T. W. Mak); (3) "Reform in China: A Comparison of Career Needs of Chinese and Canadian Middle School Students" (H. France); and (4) "Effect of Pre-Arrival Variables on Initial Adaptation of Taiwan Foreign Students to the U.S." (Y. Ying, L.H. Liese). (JDM)

ED 439 310   CG 029 877

Evraiff, Bill, Comp.; Evraiff, Lois, Comp.
Proceedings of the International Conference on Counseling in the 21st Century. (3rd, Singapore, December 29-31, 1992).
PUB DATE- 92
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Career Counseling; College Students; *Counseling; *Cultural Pluralism; Educational Change; Educational Environment; Elementary Secondary Education; *Family Life; Foreign Countries; High School Students; Higher Education; Marriage Counseling
IDENTIFIERS- Blended Families; Singapore; Single Parents; Taiwan; United States

The third international conference on counseling in the 21st century focused on three themes: schools, families, and higher education. The school theme presentations included topics on: the past and future of higher education; diversity on college campuses; career guidance for high school students in Taiwan; learning environments and self-esteem; mood disorders and its impact on learning; stress, burnout, and ways of coping for teachers; and pupil counseling in Singapore schools. Some of

(150)
DESCRIPTORS- *Ability Identification; *Career Counseling;
*Individual Differences; *Occupational Surveys; *Self Concept
IDENTIFIERS- *Super (Donald E)

This paper is about operationalizing three of fourteen theoretical propositions related to ability and self-beliefs set forth by Donald Super (1990). The three propositions are (1) people differ in their abilities, personalities, needs, values, self-concepts, and interests; (2) developing through the life stages can be guided by facilitating the maturing of abilities and interests and by aiding in reality testing; and (3) each occupation requires a characteristic pattern of abilities and personality traits. The paper describes Ability Explorer (AE), the instrument to operationalize these propositions. The AE is an instrument designed to help individuals complete a self-exploration of their abilities and relate this information to career or educational planning. The article explains how AE determines career groups of jobs related to a person's highest two abilities. It concludes that while Super's propositions are well known and objective measures of ability have long existed, it is important not to forget that abilities and self-concept beliefs are reciprocal. (JDM)

ED 438 332   CG 029 901

Pope, Mark
History and Development of Career Counseling in the USA.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Cross Cultural Studies; Cultural Influences; *History; *Social Influences

This paper chronicles the stages in the history of career counseling and development in the United States, noting that each stage has been presaged by major societal changes and has had profound effects on the lives of individuals. In the first stage (1890-1919), placement effects on services were offered for an increasingly urban and industrial society. In the second stage (1920-1939), educational guidance through the elementary and secondary schools became the focal point. The third stage (1940-1959) saw a shift to colleges and universities and the training of counselors. The fourth stage (1960-1979) was a boom for counseling and the idea of work having meaning in a person's life came to the forefront. The fifth stage (1980-1989) saw the beginning of the transition from an industrial age to an information age and the growth of outplacement counseling. The sixth stage (1990-present), with its emphasis on technology and changing demographics, has seen the growth of private career counseling, internationalization of career counseling, and the beginning of multicultural career counseling. In the paper's analysis, historic epochs were found to have affected the development of career counseling in other cultures. (Contains 22 references.) (JDM)

ED 438 333   CG 029 902

Weiyuan, Zhang

(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Attitude Change; Behavior Change; Responsibility;
*Self Esteem; Social Values; *Values Clarification

This paper states that programs to raise self esteem have not proved effective, and an increase in self esteem has not been shown to improve academic achievement. It suggests that the answer lies in promoting the notion of "other-esteem," which is the respect, acceptance, caring, valuing, promotion, and forgiving of others without reservation. It discusses how people can move from being self-centered to thinking of others. The challenges to this are: (1) learning to accept the basic principle that the self alone is insufficient and incomplete; (2) re-examining and challenging our present prevailing attitudes, values, and beliefs; (3) listening to and learning from people of different perspectives; (4) understanding and believing that our own self-esteem is enhanced by the efforts and successes of any group or unit we belong to; and (5) sharing ourselves with others. (JDM)

ED 439 354 CG 029 927

Jiao, Qing
Behavior Counseling Parents of Special Children.
PUB DATE- 97
NOTE- 5p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Behavior Problems; *Counseling; *Disabilities; Elementary Secondary Education; Foreign Countries; Parent Child Relationship; Parents; Special Education
IDENTIFIERS- China

The knowledgeable professional who works with special children recognizes that the parents of special children have an important effect in the children's development. The paper states that in China, parent involvement in special children's education has been limited by the parents' need to work and their lack of counseling experience with special needs children. With the development of Chinese special education, more professionals now are aware of the gravity of the situation. The paper suggests that through behavior counseling, parents can create healthy parent-child interactions, get involved positively in their child's education, and contribute more to the growth of their child. The assumption of behavior counseling is that most human behavior is learned and can be changed. Studies have shown that special children have many problem behaviors. The paper also suggests that teaching parents the principles and skills of behavior management can bring about specific changes in their child's behavior. It describes behavioral counseling as having four essential stages: (1) understanding the feelings of parents; (2) developing a close relationship with parents; (3) helping parents learn and apply behavioral principles; and (4) keeping in touch with parents. (JDM)

ED 439 355 CG 029 928

Nakamura, Yasuko

ED 439 376 CG 029 954

Rhee, Susan Byungsook
Variables Related to Career Success: Korean-American Women of Distinction Tell Their Stories.
PUB DATE- 98
NOTE- 8p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; Cultural Differences; Early Experience; *Ethnic Discrimination; *Females; *Korean Americans
IDENTIFIERS- Educational Encouragement; Encouragement

The goal of this research was to uncover the reasons for the unusual success of a small group of Korean-Americans in the American work arena. All had spent their childhood and formative years in Korea under the sole influence of Korean culture, attending the best high schools and colleges. Korean culture tends not to nurture some of the significant personal qualities which make for success in the American context. Furthermore, the American workplace itself holds for Korean females serious obstacles to success, particularly because of racial and gender discrimination. The study was designed to answer specific questions: (1) Are distinguished Korean-American women similar to American women and men who have distinguished themselves? (2) To what factors do they attribute their success? and (3) What career barriers did they encounter and how did they overcome them? The reasons given by the subjects on how they overcame barriers were hard work, being knowledgeable, and directing their energy towards achieving their goals rather than focusing on discrimination. They refused to submit themselves to debilitating negative emotions and attitudes. Having a positive attitude played a critical role in overcoming the barriers they faced. Some important implications reported in this paper are that the development and enhancement of masculine traits are important to the occupational success of women. Parental support and encouragement are important factors in the success of their daughters. It concludes that Korean-American women and women in general should anticipate certain barriers they will encounter, and need to prepare strategies to deal with them. This investigation attempted to promote a general understanding of the factors associated with women's career success. (Contains 14 references.) (JDM)

ED 439 377 CG 029 955

Minor, Carole W.; Vermeulen, Mary E.; Coy, Doris Rhea
Understanding Career Choices in Context.
PUB DATE- 98
NOTE- 5p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Career Counseling; Cultural Influences; Environmental Influences; Family Influence; Models;

Strengths and Needs) are: (4) "Assessing Children to Determine Their Strengths and Needs"; (5) "Taking Records of Children's Oral Reading"; and (6) "Retellings and Reading Discussions." Chapters in Part 3 (Demonstrating Strategies: Whole Class, Small Group, One-on-One) are: (7) "Read Aloud and Shared Reading: Demonstrating Strategies in Whole-Class Settings"; (8) "Guided Reading: Demonstrating Strategies in Small-Group Settings"; (9) "Word Study Groups: Analyzing Words for Their Phonetic, Structural, and Morphemic Features"; and (10) "Teaching Reading Strategies One-on-One." Chapters in Part 4 (Offering Children Opportunities for Practice and Response) are: (11) "Matching Children with Books for Independent Reading"; (12) "Independent Reading: A Time for Practice"; and (13) "A Time for Response." (Contains 37 references and a 109-item list of children's literature cited.) (RS)

ED 439 397   CS 013 913

Starrett, Edmund V.
The Mindful School: Teaching Phonics for Balanced Reading.
PUB DATE- 00
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Consonants; Elementary Education; Informal Reading Inventories; *Phonics; Reading Achievement; *Reading Instruction; Syllables; Vowels; Whole Language Approach
IDENTIFIERS- *Balanced Reading Instruction

Presenting the positive role phonics can play in a student's ability to learn to read, this book emphasizes that phonics can be extremely beneficial when it is integrated as a part of a balanced reading program. Based on the author's real-world experience, the book covers the entire range of practical phonics applications for the elementary classroom. It is divided into easy-to-understand sections that cover the major aspects of phonics. Every section contains multiple phonics skills that can be applied immediately in the classroom. After an introduction, chapters in the book are: (1) The Phonics vs. Whole Language Debate; (2) Understanding Phonics; (3) Teaching the Alphabet; (4) Teaching Consonants; (5) Teaching Vowel Sounds; (6) Teaching Syllabication and Word Structure Skills; (7) Reading Standards and Expectations; and (8) Informal Reading Tests. (Contains a 57-item glossary and 101 references.) (RS)

ED 439 398   CS 013 914

Whitehead, David
Catch Them Thinking and Writing. A Handbook of Classroom Strategies.
PUB DATE- 98
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Text Structure; *Thinking Skills; Writing Assignments; *Writing (Composition); *Writing Instruction

Suggesting that students can be independent thinkers and writers,

(150)
DESCRIPTORS- *Acting; Emotional Response; High Schools; *Individual Needs; *Language Role; *Mental Health
IDENTIFIERS- Oral Literature; *Shakespeare (William)

Young people need a gymnasium for the expression of their passions: Shakespeare provides it. People who do not exercise their feelings cannot develop the strength to exercise their passions, and unexercised passions can seem to atrophy. It is even more likely that unexercised and unexpressed passions leak into pathways of the body chemistry where they turn to poison and make individuals ill. The physical and psycho-physical act of speaking Shakespeare can have a therapeutic effect on the emotional health of the speaker. In "Richard III," Richard's mother, the Duchess of York, and Queen Elizabeth need lessons from the old Queen Margaret before they can suitably confront the evil personified in Richard. Margaret delivers a magnificent enumeration of her son's disastrous life. Shakespeare can be the tutor in emotional eloquence for those who exercise with the barbells of his language. A first class with students who had nothing but contempt and loathing for Shakespeare was devoted to insults. The so-called "positive" emotions--happiness, love, tenderness--tend to be given precedence in society's judgment, but if equality is not observed within the emotional realm, the so-called "negative" emotions may well stage a coup and overthrow the government. Shakespeare and Company's work with young people has shown time and again that troubled and depressed students can find themselves in Shakespeare. In the last 20 years Shakespeare and Company's education program has grown into a formidable force in the surrounding community, reaching more than 40,000 students and teachers in the northeast United States every year with performances. (NKA)

ED 439 420   CS 217 030

Bauer, Caroline Feller
Leading Kids to Books through Crafts.
PUB DATE- 00
NOTE- 145p.; Illustrated by Richard Laurent.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- After School Programs; Art Activities; Childrens Art; Elementary Education; *Handicrafts; *Poetry; Preschool Education; Short Stories

Third in the Mighty Easy Motivators series, this book is a hands-on guide to crafts for pre-school and grade school children to engage in during the literature program, after-school activities, or playtime. The programs in the book meet two objectives: introducing children to exciting new stories and poems and helping them create a story-related craft to take home. Included in the activities are craft supply lists, poems, and stories to go along with each activity, and a list of additional books that relate to each theme. Sections of the book present activities involving animal pendants, books, bubbles, coyotes and rabbits, friends, hats, houses, Mr. Riddle and Dr. Twist, names, rain, rock art, snakes, story math, whales and the sea, and worms. The book also presents general craft activities involving book puzzles, boxes, door knob hangers, paper planes, fortune cookies, "I Love Books" vests, and making a pin to encourage reading. Annotations of 27 craft books, periodicals, resources for adults, resources for

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Book Reviews; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- *Reading Lists; Reading Uses

Noting that reading can have different purposes, this annotated bibliography features "books for good reading that are also good for you." The list contains a large number of biographies. Recently added books are marked with a diamond. The list contains 126 books, many of them very recent but some of them old and personal favorites of the annotator. At the end of the list are six "rules for regular readers." (NKA)

ED 439 441 CS 217 052

Ediger, Marlow
Assessing Student Progress in Spelling.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Behaviorism; Classroom Techniques; Elementary Education; Multiple Intelligences; *Spelling; *Spelling Instruction; *Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS- *Contextualism

Spelling words correctly in a separate subject curriculum is a rare procedure of learning today. However, correct spelling of words harmonizes well with the behaviorally stated objectives movement in that either a word is spelled correctly or incorrectly. Standardized and criterion referenced tests (CRTs) stress precise learnings in that machine scoring emphasizes answers be either correct or incorrect. There are several philosophies of education pertaining to assessing learner achievement in spelling. In the first, emphasizing behaviorism, a student is assisted in mastering phonic elements in the spelling curriculum. The second emphasizes a holistic writing curriculum. Contextual evaluation is necessary in holism as a philosophy of spelling instruction. With contextualism, learners plan objectives, learning opportunities in writing/spelling, and assessment procedures with the teacher. There are also eclectic procedures in teaching spelling which are in between behaviorism and contextualism. For example, the spelling curriculum may be harmonized with Howard Gardner's multiple intelligences theory. To guide optimal student achievement in spelling, the teacher needs to use approved principles of learning from educational psychology. The psychology of learning must be stressed to assist students to achieve as optimally as possible. (NKA)

ED 439 442 CS 217 053

Martin, Jerry L.; Neal, Anne D.; Nadel, Michael S.
The Shakespeare File: What English Majors Are Really Studying.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classics (Literature); *Course Content; *Cultural Education; *English Curriculum; English Teacher Education; Higher Education; *Required Courses
IDENTIFIERS- *Curriculum Emphases; English Majors; *Shakespeare

IDENTIFIERS- *Family Communication

Teaching family communication is unique. However, unlike courses in small group and interpersonal communication, which illustrates communication processes in experiential settings, family communication courses cannot create "families" in the classroom. As such, film and television depictions of the family become all the more important in their ability to illustrate key concepts of family communication theory while providing common experiences for classroom discussion. Accordingly, this paper has two purposes: (1) to inform and affirm the ways in which films and television programming can be used to illustrate significant family concepts, relationships, and issues in family communication courses; and (2) to demonstrate how the examination of media families helps students to learn more about culture's representation of this most important social institution. After exploring the impact of mass media portrayals of families, the paper discusses ways in which such films as "Ordinary People," "Terms of Endearment," "On Golden Pond," and "Frances" can be used to teach various family communication concepts and topics. The use of films' and television shows' depictions of the family in a course stimulates students to take a closer look at their own families and themselves, and to understand how mass mediated images of the family shape their own expectations of family life. It is not so much students' tears or laughter after viewing a film that makes one better understand a family concept, but rather their follow-up questions, comments, and related personal stories. Critical analyses of families in film and television gives teachers and students a platform for discussing family life in America and the tools to delve more deeply into mass media portrayals. (Contains 40 references.) (RS)

ED 430 404   CS 510 275

Cruthirds, Jason; Hanna, Michael S.
Programmed Instruction and Interactive Multimedia: A Third Consideration.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Higher Education; *Individualized Instruction; Internet; *Multimedia Instruction; Multimedia Materials; *Programmed Instruction; *Programmed Instructional Materials

Rapid development of computer-based instructional methods, combined with the rapid evolution of the Internet and the World Wide Web, have made it technologically possible to develop fully interactive self-study materials consistent with the dreams of scholars and teachers who developed programmed instruction methods in the 1960s and early 1970s. The lessons learned from early research may be applied, but the new technology has generated new questions. One of the most perplexing of these questions centers on the locus of control. Theories of learning and instruction have provided some help, but the rapid development of the Internet and the World Wide Web have presented new problems. Three findings from a massive research literature stand out (M. S. Hanna, 1971): (1) programmed instruction worked as well as other forms of instruction; (2) programmed instruction was dramatically more efficient than traditional forms of instruction; and (3) people principal interns were significantly different from those reported by assistant principal interns. Assistant principals did not assume responsibility for the same administrative duties or "work" that principal interns performed. Not only was there a disparity in the work, but there was a pervasive difference in the magnitude or degree of assistant principal involvement. Only 4 of 80 duties were identified by over 90 percent of assistant principal interns compared to 38 so identified by principal interns. The results suggest that the assistant principalship may provide less than "ideal" training for all facets of the principalship. (Contains 43 references.) (RJM)

ED 439 485   EA 030 281

Scott, Jennifer
Constructing Identity through Power and Discourse in Exemplary Women Superintendents.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Discourse Analysis; Elementary Secondary Education; Gender Issues; Political Power; *Politics of Education; Self Concept; Sex Stereotypes; *Superintendents; Women Administrators

This paper examines how some women successfully manage gender, power, and authority. It opens with a brief description of useful theoretical frameworks and the study design. These are followed by a section that presents and analyzes preliminary findings. The findings begin with a description of the political and personal context of the superintendency for two women superintendents. The paper focuses on the complex and fragmented constructions of identity, and their intersections with leadership in exemplary women superintendents, as manifest in the superintendents' resolutions of "border issues" inherent in crossing boundaries between the public and private spheres. Data were gathered by interviewing two exemplary women superintendents, their staffs, and other stakeholders in the education community. Information was also obtained through written records, field notes, drawings, journals, and theoretical memos. The findings show that both women adopted a professional discourse that indexed power and authority. The political and conflictive nature of the superintendency requires that those who assume the role adopt the socially expected norms of professional discourse that indexes the stereotypically masculine qualities of toughness, aggression, and coolness under pressure. Both women strategically deployed these constructions to exercise power and authority. (Contains 37 references.) (RJM)

ED 439 486   EA 030 282

Thom, Douglas J.
The Leadership for Dignity of All: Thom's "Resolved Christianity."
PUB DATE- 00
NOTE- 117p.; Foreword by Daniel Klassen. Financial support from the Cavanagh Estate.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

ED 439 507 EA 030 315

Caplan, Judy; Calfee, Carol S.
Comprehensive Program Planning for the Integration of 21st Century Learning Center After-School Programs with Regular Day Programs and Community Partners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Programs; *Comprehensive Programs; Educational Change; *Educational Environment; Elementary Secondary Education; *Improvement Programs; Instructional Improvement; School Effectiveness

This document lists the 16 characteristics that help integrate comprehensive program planning into the regular school program and other family-support systems. The 16 characteristic arose from a review of research on effective afterschool programs and interviews with active program sites. The characteristics are as follows: climate for inclusion; community partnerships; coordination with the regular-school-day learning program and community partners; culturally sensitive climate; evaluation design; facilities management; focus on at-risk students; funding; leadership and governance; linkages between afterschool, regular-school, and community partner personnel; parent involvement; public relations; recreational programming; safe and healthy environment; staffing, staff qualifications, and training; and volunteers. Listed alongside each characteristic is an indicator that describes the characteristic in more detail and offers samples of policies and programs that indicate if the characteristic is present in the program activities. The policies and programs are divided into three stages of development, based on the extent of integration evidenced in the activity. Readers will notice increasing evidence that the lines between the afterschool program, the regular school day, and partnerships within the community become blurred and the term "after school" no longer applies. A definition of terms is included. (Contains 11 annotated references.) (RJM)

ED 439 508 EA 030 316

Yap, Kim; Douglas, Inge; Railsback, Jennifer; Shaughnessy, Joan; Speth, Timothy
Evaluating Whole-School Reform Efforts: A Guide for District and School Staff.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comprehensive Programs; Educational Assessment; *Educational Change; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; School Effectiveness

This guidebook offers suggestions that can help district and disadvantaged, with many of them lacking English proficiency or suffering from disabilities and barriers to learning. Each issue raised in the report serves as a brief introduction to each of the topics to be discussed in more detail in upcoming reports. (RJM)

ED 439 528   EA 030 336

School Finance in Texas. Measuring Up: The State of Texas Education. A Special Report of the Texas Kids Count Project.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 5p.; For another report in the Measuring Up series, see EA 030 335.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Assessment; *Educational Finance; Educational Needs; Elementary Secondary Education; *Expenditure Per Student; Financial Problems; School District Spending; State Surveys
IDENTIFIERS- *Texas

This article analyzes education and finance in Texas. It reports that Texas spends less per pupil on education than many other states in the nation--despite a greater than 10 percent increase in state appropriations for education since 1996. There is also high variance in per-pupil expenditures from one district to the next, with some school districts spending more than twice as much on total operating expenditures per pupil than others. The document discusses how Texas schools are funded and describes efforts that are being made to ensure equity in school finance. It provides a history of school finance in Texas, describing how, in 1984, a group of school districts filed suit charging that the state's heavy reliance on property taxes to fund education resulted in expenditure differences that violated the Texas Constitution. The article reports that all property wealth in the state is now taxed more equitably. It concludes that Texas needs to re-evaluate its level of educational spending, and states that Texas must provide adequate educational opportunities for all of its children, regardless of their income or residence within a specific school district. A chart lists total operating expenditures by county per pupil for 1996-97. (RJM)

ED 439 529   EA 030 337

Mazin, Lawrence; Hestand, John; Koester, Ruth
An Educator's Legal Guide to Stress-Free Discipline and School Safety.
PUB DATE- 98
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Compliance (Legal); *Discipline; Elementary Secondary Education; Juvenile Gangs; *Legal Responsibility; Racial Bias; Religious Discrimination; *School Safety; Sexual Harassment; *Violence

This guide presents practical steps to improve the school environment and to minimize the legal liability of educators. It provides strategies and techniques for discipline and body parts, and action verbs, recognize functional vocabulary, and speak words and simple sentences. Results indicated that they all learned various functional and pre-academic skills and that two of the children learned to speak simple words and sentences. Graphs showing the children's progress are attached. (Contains 10 references.) (Author/CR)

ED 439 548 EC 307 727

Cullen, Joe; Shaw, Stan
The Accuracy of Teacher Prediction of Student Test Performance for Students Referred to Special Education.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Diagnostic Tests; *Disabilities; *Disability Identification; Elementary Secondary Education; *Eligibility; Predictor Variables; Psychological Testing; *Referral; Special Education; Student Placement; Teacher Attitudes; *Teacher Expectations of Students; Teacher Surveys
IDENTIFIERS- Connecticut

A survey was conducted of 55 regular classroom teachers who referred students to special education in three Connecticut school systems to determine their predictions of the results of psycho-educational assessment and their perceptions of the instructional relevance of standardized psychological and educational test results. The findings of this study indicate that teachers could accurately predict the standardized test performance of students referred for special education using the same standard score and percentile rank formats employed by school psychologists and other diagnosticians. It is, therefore, argued that psychological and educational reports that focus primarily or exclusively on test scores may do little more than confirm teachers' impressions of their students. This investigation also found that teachers are ambivalent about the instructional value of psycho-educational assessment. Overall, these results are used to argue for greater teacher input into special education identification and placement procedures. These would include more in-depth involvement of specialists in the pre-referral stage of the eligibility process and a stronger focus on assessment domains that are more likely to yield new and useful information for teachers, such as affective development, behavioral adjustment, motivation, information processing, and data-based intervention strategies. Data tables are attached. (Contains 47 references.) (Author/CR)

ED 439 549 EC 307 728

Mason, Christine; Davidson, Roseanna
National Plan for Training Personnel To Serve Children with Blindness and Low Vision.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Specific sections address: (1) steps to developing a schoolwide plan, including establishing a team, conducting a safety needs assessment, reviewing existing policies and procedures, identifying goals and developing, evaluating and refining the plan; (2) IDEA amendments regulating short- and long-term suspension, expulsion, cessation of services, discipline for students not yet eligible for special education, and notification to law enforcement officials; (3) the role of the school Individualized Education Programs (IEP) team, functional behavioral assessments, manifestation determinations, behavior intervention planning, and Interim Alternative Educational Setting requirements; (4) due process procedures in IDEA; (5) required data collection and confidentiality in electronic records transmission; and (6) professional development/training best practice recommendations. A glossary of related terms is included. Appendices contain a safe school plan format, referral forms, behavior management forms, decision making reference materials, and an IDEA discipline process flowchart and narrative guide. (CR)

ED 439 568   EC 307 747

Mazzeo, John; Carlson, James E.; Voelkl, Kristin E.; Lutkus, Anthony D.
Increasing the Participation of Special Needs Students in NAEP: A Report on 1996 NAEP Research Activities. Statistical Analysis Report.
PUB DATE- 00
NOTE- 381p.; Written in collaboration with John J. Ferris, Bruce A. Kaplan, Edward Kulick, and Steven P. Isham.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Individualized Education Programs; Language Minorities; Limited English Speaking; National Competency Tests; Policy Formation; State Programs; *Student Characteristics; *Student Participation
IDENTIFIERS- *National Assessment of Educational Progress; Testing Accommodations (Disabilities)

This report discusses the outcomes of a study that investigated the effects of modifications to the National Assessment of Educational Progress (NAEP) 1996 assessment designed to encourage the participation of more students with disabilities. Modifications included revising the inclusion criteria with the intention of making them clearer, more inclusive, and more likely to be applied consistently across jurisdictions participating in the state assessment program, offering a variety of assessment accommodations to students with disabilities whose Individualized Education Programs (IEP) specified such accommodations for testing, and offering accommodations for Limited English-Proficient students who required an accommodation in order to take the assessment in English. Results indicated: (1) increases in the percentage of students with disabilities participating in NAEP did not seem to be a sole result of revisions to inclusion criteria; (2) most exclusion decisions were made on the basis of what is stated in the IEP and relatively few exclusion decisions were made on the basis of a judgment of severe cognitive impairments, absent corroborating directions from the IEP; and (3) some students who do not regularly receive accommodations or adaptations were offered them in NAEP and others who should school construction process. Additionally covered are the building of interprofessional relations between school officials and the building industry, effective resource management, and advice on determining whether a particular facility is vital to a school. Examples of school building and planning excellence are included as is a list of contacts and resources. Appendices provide summary statements of important procedures and documents outlined in the guide. (Contains a comprehensive design check list, a list of construction consultants, financial consultants, contributing consultants, and an index.) (GR)

ED 439 589   EF 005 652

Maintenance Matters: Maintenance and Minor Works in Primary Schools. A Manual for Boards of Management.
PUB DATE- 98
NOTE- 213p.; Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary Schools; Foreign Countries; *Guidelines; Planning; *School Maintenance
IDENTIFIERS- *Building Maintenance; Ireland; Regulatory Programs

This manual provides guidance in the maintenance requirements of primary education schools in Ireland, covering: roofing; floors and walls; doors and windows; external and internal finishes; heating, plumbing, and drainage; electrical installations; paved and grassed surfaces; and furniture and loose equipment. The basic considerations are covered for each area followed by a list of the types of problems encountered, why these problems arise, and tips for maintenance surveillance. Also included is advice on work planning covering applications, appointing consultants and contractors, and key points on health and safety regulations. An appendix contains grant regulations for minor works to national schools, and maintenance checklist sample forms. (GR)

ED 439 590   EF 005 677

Where Has the Money Gone? School Construction in Los Angeles Unified School District.
PUB DATE- 98
NOTE- 40p.; Prepared by the Joint Legislative Audit Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Construction Costs; Data Collection; *Educational Facilities Improvement; Elementary Secondary Education; *Enrollment; Public Schools; *School Construction; *School District Spending
IDENTIFIERS- *Los Angeles Unified School District CA; Property Acquisition; Property Disposal

The Los Angeles Unified School District (LAUSD) offers its own school district data in four areas: enrollment growth; seat capacity; school construction costs; and land acquisition. Also included are data on new school construction, property condemnations, and modernization projects over the past two decades. Appendices provide data on LAUSD enrollment growth and total expenditures by category for all funding in the 1998

Students in Secondary Schools: A Critique of the U.S. Department of Education Study" (Kevin Clark); "Irreconcilable Differences: Two Approaches to Educating LEP Students" (Barbara Mujica); "How Immigrants Fare in U.S. Education" (Georges Vernez and Allen Abrahamse with Denise Quigley); and "What Does the National Research Council Study Tell Us about Educating Language Minority Children?" (Charles L. Glenn). Extensive references, appendices with data, and survey instruments are included with some articles. (KFT)

ED 430 010 FL 026 203

Porter, Rosalie Pedalino, Ed.; Kimbrel, William W., Ed.
READ Perspectives, 1998.
PUB DATE- 98
NOTE- 198p.; For the 1997 issues, see FL 026 202.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Cognitive Style; Cultural Pluralism; Elementary Secondary Education; *English (Second Language); Ethnic Groups; Foreign Countries; High School Students; Immigration; Labor Market; *Language Minorities; Limited English Speaking; Literacy; *Politics of Education; Second Language Instruction; Second Language Learning; Spanish Speaking; Teacher Education; Undocumented Immigrants
IDENTIFIERS- Bethlehem Area School District PA; California (Anaheim); Pennsylvania (Bethlehem); Texas (El Paso)

This document comprises the two 1998 issues of the journal. Articles included are: "El Paso Programs for English Language Learners: A Longitudinal Follow-Up Study" (Russell Gersten, Scott Baker, and Thomas Keating); "Two Activists in Anaheim, California, Speak Out" (Harald G. Martin and Cathy Liska); "A Fifty-State Survey of Requirements for the Education of Language Minority Children" (Anita Garcia and Cynthia Morgan); "Afterword: A Response to Barbara Mujica" (Stephen Krashen); "Mystery on the Bilingual Express: A Critique of the Thomas and Collier Study 'School Effectiveness for Language Minority Students'" (Christine H. Rossell); "The Labor Market Effect of Bilingual Education among Hispanic Workers" (Mark Hugo Lopez and Marie T. Mora); "New Insights: A Review of Ruben Rumbaut's 'Transformations: The Post-Immigrant Generation in an Age of Diversity'" (Paul Hollander); "Four Year Longitudinal Report for the English Acquisition Program in the Bethlehem Area School District" (Ann Goldberg). (Each article contains extensive references and/or endnotes.) (KFT)

ED 430 011 FL 026 204

Porter, Rosalie Pedalino, Ed.
Educating Language Minority Children. READ Perspectives, 1999.
PUB DATE- 99
NOTE- 101p.; Papers presented at a one-day conference jointly sponsored by the READ Institute and the Pioneer Institute (Boston, MA, October 30, 1998). Journal published annually. For the 1998 issue (Vol. 5), see FL 026 203.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Accountability; *Bilingual Education; Change Strategies; Classroom Techniques; Educational Change; Elementary Secondary Education; *English (Second Language); Labor Market; *Language Minorities; Limited English Speaking;

"Rising Costs in Higher Education," discusses costs per student; rising costs; financial aid and cost inflation; incentives in financial aid rules; analogies with health care cost inflation; expanding loan volumes; federal policy for cost-sharing with state governments; rising input costs; and price discounting. Chapter 4, "Has Financial Aid Policy Succeeded in Ensuring Access to College?" presents rationales for public action; economic development and rising payoffs of college education; financial constraints and college investment decisions; youth sensitivity to college costs and labor market payoffs; the Pell Grant Program; the Job Training Partnership Act; and incentives provided by parents. Chapter 5, "Rethinking How Americans Pay for College," examines financial aid policy goals and inevitable tradeoffs when designing financial aid systems. (Contains approximately 101 references.) (SM)

ED 439 631 HE 032 650

Brown, David G., Ed.
Interactive Learning: Vignettes from America's Most Wired Campuses.
PUB DATE- 00
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Biology; Computer Literacy; Computer Science Education; *Computer Uses in Education; *Educational Technology; Engineering Technology; Fine Arts; Higher Education; Humanities; Information Networks; Information Systems; Language Arts; Literature; Mathematics Instruction; Multimedia Instruction; Physical Sciences; Science Instruction; Second Language Learning; Second Languages; Social Sciences; Teaching Methods; Telecommunications; *World Wide Web; Writing (Composition)
IDENTIFIERS- Web Sites

This book presents a collection of best practices in using instructional technology from 42 college campuses. In 93 brief, informal, and practical vignettes, professors show how they transformed courses with technology, discuss how the technology affects teaching and learning, and distill important lessons learned. The book is divided into two parts. Part 1 reviews the educational philosophies that drive the redesign of college courses, the most effective technology tools available, and lessons learned from the 93 vignettes. Part 2 presents the vignettes, which candidly describe and assess real experiments with the use of technology. The vignettes are organized into broad discipline categories: physical sciences and engineering; computer science, information systems, and mathematics; biological sciences and medicine; social sciences; fine arts; and literature, languages, writing, and humanities. Each vignette reflects a state-of-the-art best practice; explains the educational beliefs behind the course redesign; highlights computer tools and techniques used in the course; cites measured impacts on learning; contemplates lessons learned; and includes course Web site addresses and contributor contact information. The index organizes vignette material by author, college or university, computer tools and techniques used, discipline, educational beliefs, and references. (SM)

ED 439 632 HE 032 651

Kogan, Maurice; Hanney, Stephen
Reforming Higher Education. Higher Education Policy Series 50.

legislature: fund capital outlays based on year-round operations, thus avoiding construction of unnecessary buildings and allowing higher priority projects to be funded; provide state support for enrollment growth in all seasons; give campuses flexibility to determine timing of and methods used to reach year-round operation goals; limit redirection of students during transition to year-round operations; and set appropriate fees for summer terms. It is also recommended that the three segments report annually to the legislature on their progress in implementing year-round operations. Sections of the report discuss projected enrollment and current capacities, the impact of enrollment growth, year-round operations, impacts on operating costs, impacts on students, effect on faculty, and impact on summer extracurricular programs. (CH)

ED 439 652 HE 032 729

Maryland Higher Education Commission Trend Book, 2000.
PUB DATE- 00
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment Trends; Graduate Study; Higher Education; In State Students; Out of State Students; *Outcomes of Education; Paying for College; Private Schools; State Aid; State Colleges; State Universities; *Student Financial Aid; Tables (Data); Transfer Students; *Trend Analysis; Tuition
IDENTIFIERS- *Maryland

This document presents statistical trend data about Maryland postsecondary education, with most charts covering the period 1988-98. The information is organized into nine sections: (1) factors affecting enrollments--trends in college-going of Maryland high school seniors, their intended majors, college admission scores, and performance in college; (2) enrollment--by level, gender, race, residency, and program; (3) retention, transfer patterns, and graduation rates; (4) degrees--number of degrees and certificates awarded at Maryland campuses, including by race and gender; (5) graduate outcomes--survey information obtained from public community college and four-year college graduates about their postgraduation experience and occupational situation, as well as placement rates of students at private career schools; (6) faculty and staff at the state's public colleges and universities, including breakdowns by gender and race; (7) campus resources--revenues and expenditures at Maryland public campuses, general fund support for higher education, and capital projects; (8) tuition and fees--annual undergraduate tuition and mandatory fees for residents and nonresidents at Maryland public four-year campuses, including credit hour tuition for community college students and graduate/professional students at public institutions; and (9) student financial aid--funds for undergraduate financial aid, the percentage of Maryland students receiving aid, and funding for state scholarship programs. (CH)

ED 439 653 HE 032 730

Wan, Guofang
The Learning Experience of Chinese Students in American Universities: A Cross-Cultural Perspective.
PUB DATE- 99

Cup, globalization and gaps between "haves" and "have-nots," uprising in Iran, peace for the Middle East, and 30th anniversary of Apollo 11 mission to the moon (July 12-16); John F. Kennedy Jr. plane wreckage and public interest throughout his life, reaction to the deaths of John F. Kennedy Jr. and his wife, burial arrangements for JFK Jr., investigation into the wreckage of JFK Jr.'s plane, and burial by the Kennedy and Bessette families (July 19-23); death of King Hassan II of Morocco, Venezuela election, impact of the heat wave and drought, global warming, and the Blakan Summit (July 26-30). (AEF)

ED 439 670 IR 019 939

CNN Newsroom Classroom Guides. August 1999.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These classroom guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for August 2-31, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: the drought and heatwave in the northeastern United States, British Beef and Mad Cow Disease, the Abraham Zapruder film, Asia floods and the Asian economic crisis, and appointment of Richard Holbrooke as ambassador to the United Nations (August 2-6); effects of the drought on Chesapeake Bay, political and regional turmoil in Russia, children and violence at schools, the solar eclipse, and preventing prejudice and hate crimes (August 9-13); the Iowa straw poll, Prime Minister Vladimir Putin and Russia's political climate, earthquake in Turkey, death toll and survivors of the earthquake in Turkey, and destruction in Turkey and development plans (August 16-20); Hurricane Bret, Turkey's earthquake survivors and problems in the relocation camps, interest rate hike by the Federal Reserve Board, Asia-Russia Summit, and probe into the Waco case (August 23-27); AIDS Conference, and violence in East Timor and the role of the United Nations in the referendum vote (August 30-31). (AEF)

ED 439 671 IR 019 940

CNN Newsroom Classroom Guides. September 1999.
PUB DATE- 99
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming

the Middle East Conflict, Israel and Lebanon, Internet attacks, and withdrawal of Steve Forbes's bid for the GOP nomination (February 7-11); Death of Charles Schulz, President Clinton's online interview, Internet security, high gas prices, and asteroids and images collected by NEAR (February 14-18); South Carolina Primary, Democratic presidential debates, Election 2000, and Mozambique floods (February 21-25); rising fuel prices, and rescue efforts after Mozambique floods (February 28-29). (AEF)

ED 439 691 IR 019 963

Barker, Bruce O.; Bills, Lynn
Engaged Learning Using the Internet: SURWEB as a Student-Focused Learning Tool.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Conference of the National Rural Education Association (91st, Colorado Springs, CO, October 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Instructional Innovation; Instructional Materials; Learner Controlled Instruction; Models; *Student Developed Materials; Teacher Student Relationship; World Wide Web
IDENTIFIERS- *Student Engagement; Technology Integration; *Web Sites

The engaged learning model centers on information and communications technologies as tools to assist teachers in helping students take responsibility for their own learning, become knowledge explorers, and collaborate with others to find information and to seek answers to problems. This paper defines engaged learning, and outlines the following eight characteristics of engaged learning, along with their associated descriptors: Vision of Learning; Tasks; Assessment; Instructional Model; Learning Context; Grouping; Teacher Roles; and Student Roles. The focus shifts to applying the engaged learning model to integrate technology into the classroom. The SURWEB (State of Utah Resource Web) student-focused multimedia tool and its applications makes it easy for teachers and students to work with video animation, music text, still pictures, and 3D graphics for local production of hypermedia learning projects. The tool enables students and teachers to create and produce multimedia presentations for interchange with other students or for delivery in their home schools. A sampling of addresses is provided from the several thousand student/teacher media shows. Media shows are continually being added in areas such as business; career guidance; foreign language; health science; information technology; marketing; mathematics; science; social studies; theater; and visual arts. While some skeptics may criticize the computer as a form of depersonalized learning, Internet-connected computers actually do more to provide learners with creative tools and put them in contact with other learners than any other telecommunications medium. (AEF)

ED 439 692 IR 019 966

Moore, Nick; Henninger, Maureen; Lim, Edward Huck Tee; Stueart, Robert D.
A Curriculum for an Information Society: Educating and Training

R. Williams); (3) "Preservation Program Planning for Archives and Historical Records Repositories" (Christine Ward); (4) "Programs, Priorities, and Funding" (Margaret Child, with assistance of Laura J. Word); (5) "Planning for Preservation in Libraries" (Jutta Reed-Scott); (6) "Issues in Digital Archiving" (Peter S. Graham); (7) "Environment and Building Design" (Paul N. Banks); (8) "Collections and Stack Management" (Duane A. Watson); (9) "Preservation Management: Emergency Preparedness" (Sally A. Buchanan); (10) "Library and Archives Security" (Richard Strassberg); (11) "Exhibition Policy and Preparation" (Roberta Pilette); (12) "Selection for Preservation" (Carolyn Harris); (13) "The Conservation of General Collections" (Jan Merrill-Oldham and Nancy Carlson Schrock); (14) "Commercial Library Binding" (John F. Dean); (15) "Preservation Microfilming and Photocopying" (Eileen F. Usovicz and Barbara Lilley); (16) "Special Collections Conservation" (Eleanore Stewart); (17) "Digitization for Preservation and Access" (Paula de Stefano); (18) "Preservation of Information in Nonpaper Formats" (Eleanore Stewart and Paul N. Banks). Contains an index. (AEF)

ED 439 714 IR 057 808

The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books. 2000 Edition.
PUB DATE- 00
NOTE- 167p.; For 1998 edition see, ED 418 721.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - Serials (022), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; Authors; *Awards; *Books; *Childrens Literature; Fiction; Library Collection Development; Publications; Reading Materials; Reading Motivation
IDENTIFIERS- *Caldecott Awards; Illustrators; *Newbery Award; Titles

Each year the Newbery and Caldecott Medals are awarded by the American Library Association for the most distinguished American children's books published the previous year. With its annotations for all winning titles and honor books since the inception of the awards (Newbery in 1922 to be awarded annually to the author of the most distinguished contribution to American literature for children and Caldecott in 1938 awarded to the artist of the most distinguished American Picture Book for Children published in the United States during the preceding year), librarians can use and rely on this guide for collection and curriculum development, reader's advisory and other programs. As in recent editions, the 2000 edition includes background on the awards and photos of the new medalists and their books. Although the Caldecott Award is one of the most recognized awards in all of literature, few people know much about the illustrator it memorializes. For this 2000 edition, Rita J. Smith, curator of the Baldwin Library of Historical Children's Literature, contributed an essay on Randolph Caldecott. At the end of the book is a section that includes notes toward a definitive list of media used in Caldecott Award-winning titles from 1938-2000. Contains author/illustrator and title indexes. (AEF)

ED 439 715 IR 057 809

The Library of Congress Information Bulletin, 1999.
PUB DATE- 99

student responsibilities and guidelines; and feedback form. (Contains 20 references.) (RDB)

ED 439 737 JC 000 244

Merisotis, Jamie P.; Wolanin, Thomas R.
Community College Financing: Strategies and Challenges. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 5.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 17p.; For Issues Paper No. 3, see JC 000 248.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Economic Impact; Educational Finance; Educational Improvement; *Federal Aid; Financial Support; Grants; Higher Education; Paying For College; State Federal Aid; Tax Allocation; Two Year Colleges

This paper addresses the current context and general trends in community college financing. Financing of community colleges is becoming increasingly based on contracted government and private programs, as operating funds from state and local tax coffers decrease. More and more, students are being asked to pick up a larger portion of the tab. Previously, student borrowing of federal loans for community colleges was relatively small. By 1996, community college students borrowed more than $1.5 billion in federal loans. Some of the factors that influence institutional revenues and student financing are: shifting government policies and priorities; growing demands from consumers; and an evolving relationship with employers who rely on community colleges to supply them with skilled workers. As four-year institutions continue to limit remedial enrollments, community colleges will have an even greater burden for providing remedial education. The costs of providing remedial education are not fully understood. However, community colleges which receive the least state and federal funds are expected to educate a much larger number of students in need of remedial education. This paper provides useful statistics in the form of tables and figures, as well as a detailed discussion of federal funding programs and recommendations for states and community colleges. (Contains 24 references.) (AF)

ED 439 738 JC 000 245

Alfred, Richard; Carter, Patricia
Contradictory Colleges: Thriving in an Era of Continuous Change. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 6.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; College Environment; *Community Colleges; Educational Improvement; *Educational Planning; Free Enterprise System; Higher Education; Organizational Development; Policy Formation; School Restructuring; *Strategic Planning; Technology; Two Year Colleges

This paper discusses three topics related to the issue of the

the TABE (Tests of Adult Basic Education) Survey Edition, the TABE Complete Battery, the Official GED (General Educational Development) Practice Tests, the GED Tests, and the BEST (Basic English Skills Test)--are the most popular instruments among responding agencies, and that respondents are generally satisfied with those instruments. A need was identified for standardized instruments that would supply better information on beginning-level readers, career-specific learners, and upper-level ESL (English as a Second Language) learners. (Appendixes to the report include the survey and lists of assessment instruments and publishers.) (Author/KC)

ED 439 236   CE 079 834

Inverso, Diane; Brady, Kevin
The Administrative Leadership Institute Project. Section 353. Fiscal Year 1998-99.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 99
NOTE- 361p.; Project Director was Rose M. Brandt.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Administrator Education; *Administrators; Adult Basic Education; *Adult Literacy; *Attitude Change; Educational Attitudes; *Educational Needs; Leadership Training; *Literacy Education; Outcomes of Education; *Professional Development; Self Evaluation (Individuals); Staff Development; State Programs; Workshops
IDENTIFIERS- *Pennsylvania

The Administrative Leadership Institute offered a Leadership Institute, Regional Group Meetings, and online support to administrators of adult basic and literacy education programs in Pennsylvania. The program was developed following a needs assessment that gathered information from administrators in the state. The Leadership Institute, held in Philadelphia, drew 49 administrators from 37 agencies to workshops on 6 topics (managing change, creating a professional development plan, task and process balance, planning for technology, team building, and conflict and feedback skills) to inform participants' practice through situational learning activities. Regional groups built on the work of the Leadership, Institute and were facilitated by one of the administrators from the region who had attended the Institute. Results from two self-evaluation surveys completed by the participants demonstrated changes in their practices and beliefs in the direction of use of situational learning activities that encouraged participants to examine topics in light of their own practice. In addition, the project provided a sense of community for practitioners who have traditionally been working alone. The project concluded that professional development is most effective when it happens over time; that professional development should encourage reflection; that professional development should recognize different learning styles; that it should foster community; and that it should validate professionals as professionals. (Curriculum for the workshops is included in this report.) (KC)

ED 439 237   CE 079 837

Sherow, Sheila M.

average job salaries and suggestions for preparing for a computer-related career. (KC)

ED 439 255 CE 079 876

Bovbjerg, Barbara D.
National Service Programs: Two AmeriCorps Programs' Funding and Benefits. Report to Congressional Requesters.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Citizen Participation; Community Involvement; *Community Services; *Federal Aid; Federal Programs; Postsecondary Education; *Public Service; School Community Relationship; Service Learning; State Programs; *Student Financial Aid
IDENTIFIERS- *AmeriCorps

This report analyzes four programs administered by the Corporation for National Service (CNS): AmeriCorps*National Civilian Community Corps (NCCC), AmeriCorps*State/National, AmeriCorps*VISTA, and AmeriCorps*Education Awards. AmeriCorps allows participants to earn education awards to help pay for their postsecondary education in exchange for performing community service. Because of continuing concern about the average annual cost per AmeriCorps participant, this report identified and compared these per participant costs with costs from other similar organizations providing community service. The study: (1) reviewed costs for AmeriCorps participants in AmeriCorps*State/National and NCCC, and who bears those costs; (2) compared cost data for NCCC with similar data from the Department of Labor's Job Corps Civilian Conservation Centers and explained reasons for any major differences; (3) compared AmeriCorps participant benefits with those afforded entry-level military personnel; and (4) described information available on the results of AmeriCorps programs. This report provides cost and other data for the 1998-1999 program year, including information on overhead expenses, education awards, and child care benefits. The budgeted participant costs of Job Corps Civilian Conservation Centers are higher than those of NCCC. Benefits provided to entry-level military personnel exceed benefits that AmeriCorps participants receive, partly because of greater risks and responsibilities associated with military service. CNS reports these program results: amount of services performed by AmeriCorps participants and general participant data regarding enrollment, service completion, and attrition. These data do not measure AmeriCorps programs' progress toward the strategic goals of strengthening communities and improving participants' lives. The report suggests that CNS should establish performance indicators that focus on program results or outcomes. (Appendixes include scope and methodology and CNS comments.) (YLB)

ED 439 256 CE 079 877

Rampp, Lary C., Ed.; Guffey, J. Stephen, Ed.
Philosophical Foundations: A Primer for Adult Continuing Education.
PUB DATE- 00
NOTE- 417p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.

Education; Clerical Occupations; Definitions; Demand Occupations; Economic Climate; *Education Work Relationship; *Educational Needs; Electrical Occupations; Employer Attitudes; Employment Level; Employment Opportunities; Employment Patterns; *Employment Qualifications; Energy Occupations; Finance Occupations; Foreign Countries; Futures (of Society); Graduate Surveys; Health Occupations; Income; Insurance Occupations; *Job Skills; *Labor Market; Labor Needs; Managerial Occupations; National Surveys; Occupational Clusters; Office Occupations; Outcomes of Education; Professional Occupations; Salary Wage Differentials; Sales Occupations; Semiskil Employer Surveys; *South Africa

IDENTIFIERS- Employer Surveys; *South Africa

This document, which contains information relevant to individuals planning their careers, employers, human resource planners, and training institutions, examines the skill needs of the South African labor market in 1998-2003. The preface presents a brief overview of the factors that have contributed to the high levels of unemployment and patterns of poor job creation that will likely persist in South Africa through 2003. The introduction describes two major sources of the data: (1) a survey that asked 273 randomly selected South African companies across 8 broad economic sectors about future labor market trends and their future work force needs; and (2) a mail survey in which 22,585 university graduates answered questions regarding their income, occupation, work status, employer, and years of work experience. The remaining 85% of the document consists of a series of tables, charts, and lists detailing future employment prospects and income projections for more than 200 occupations in the following 13 categories: professionals; engineers; engineering technologists and technicians; architecture; natural science; medical; health-related; educational; humanities; accountants, financial, and economic; art, sport, and entertainment; managers; and clerical, artisan, and semiskilled. (Thirty-nine tables/figures are included.) (MN)

ED 439 273 CE 079 917

Berlin, Gordon L.

Encouraging Work, Reducing Poverty: The Impact of Work Incentive Programs.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Ford Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.; James G. Irvine Foundation, San Francisco, CA.; Alcoa Foundation, Pittsburgh, PA.

PUB DATE- 00

NOTE- 68p.; Distribution also supported by the Ambrose Monell Foundation.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Client Characteristics (Human Services); Comparative Analysis; Employed Women; Employment Level; Employment Patterns; Federal Legislation; Foreign Countries; Income; Literature Reviews; Mothers; One Parent Family; Policy Formation; *Poverty; *Program Design; *Program Effectiveness; *Public Policy; Salary Wage Differentials; Synthesis; Tax Credits; *Welfare Services; Work Attitudes

IDENTIFIERS- Canada; Earned Income Tax Credit; Impact Studies; Temporary Assistance for Needy Families; United States; *Welfare to Work Programs; *Work Incentives through a less than ideal paper-and-pencil test. (YLB)

ED 439 291   CE 079 939

Silverman, Suzanne
Gender Equity and School-to-Career. A Guide to Strengthening the Links to Nontraditional Careers.
PUB DATE- 99
NOTE- 18p.; Produced in collaboration with Alice M. Pritchard and Krystin Horrocks.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Articulation (Education); *Career Education; Classroom Techniques; Clubs; Community Colleges; Conferences; *Education Work Relationship; Educational Strategies; Elementary Secondary Education; Enrollment Influences; Equal Education; Fused Curriculum; Integrated Curriculum; Intergenerational Programs; Learning Activities; Linking Agents; *Nontraditional Occupations; Outreach Programs; Parent Participation; Postsecondary Education; School Business Relationship; *Sex Fairness; Student Organizations; Student Recruitment; Summer Programs; Systems Approach; Tech Prep; Technical Institutes; Two Year Colleges; *Vocational Education; *Womens Education; Workshops
IDENTIFIERS- Career Days; *Connecticut

This document, which is intended to help secondary and postsecondary educators involved in school-to-career programs in Connecticut plan and implement gender equity activities, contains a wide range of specific strategies to encourage female students to consider nontraditional occupations and enroll in the higher-level mathematics, science, and technology courses needed to pursue such careers. The document begins with a description of the research project described in the document and overviews the following topics: (1) the importance of attracting females to nontraditional careers; (2) nontraditional enrollments; (3) obstacles to recruitment; and (4) the current situation which demonstrates a need to strengthen links between secondary and postsecondary education and ensure that females receive the information and preparation needed to pursue nontraditional careers. The remainder of the document consists of descriptions of 10 activities to infuse gender equity. The first six all-female activities are as follows: (1) 1-day gender equity conferences and workshops for females; (2) summer programs; (3) after-school programs and clubs; (4) parent-daughter events; (5) field-trips to science and technology companies and community technical colleges; and (6) World of Technology programs. The four remaining activities, which are classified as mixed-gender activities, are as follows: (1) career fairs or career days; (2) visits to community technical colleges; (3) contacts with employers; and (4) career activities in the classroom. (MN)

ED 439 292   CE 079 944

Mortera-Gutierrez, Fernando; Murphy, Karen
Instructor Interactions in Distance Education Environments: A Case Study.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Distance Education Conference (7th, Austin, TX, January 25-28, 2000).

the family counseling topics included: family violence; blended families; single-parent families; wife abuse; and changing marriage patterns. Education topics included: applying overseas counselor training to the homeland; changes in teacher education; creating a community for diversity; and issues in higher education for Singapore during the 1990s. All conference presentations are included. The thirty papers include: (1) "Behind the Classroom Door: A Study of Learning Environment and Self-Esteem" (T.K. Lim); (2) "Burnout, Stress and Ways of Coping of Teachers in Hong Kong" (B. Yau); and (3) "Change and Continuity in Teacher Education in Singapore" (W.K. Ho). (JDM)

ED 430 311   CG 029 878

Evraiff, Bill, Comp.; Evraiff, Lois, Comp.
Proceedings of the International Conference on Counseling in the 21st Century (4th, Vancouver, Canada, July 21-23, 1994).
PUB DATE- 94
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Conference Papers; *Counseling; *Cultural Pluralism; Elementary Secondary Education; Foreign Countries; Higher Education; *Mental Health; Physical Health; Sexual Abuse; Students; Substance Abuse

The fourth international conference focused on two issues for counseling in the 21st century. The first issue concerned physical and mental health. Presentations covered such topics as: counseling college students concerning their attitudes and beliefs about HIV/AIDS; United States health care reform and how it affects people with disabilities; the psychological impact of chronic illness; and understanding clients' cultural values. The second issue of the symposium concerned issues of physical, emotional, and substance abuse. Presentations included: family abuse in Japan; sexual abuse, alcohol, and women survivors; drug abuse; healing the wounds of child abuse; drug use by U.S. high school students; addiction treatment alternatives; and human development theory in substance abuse counseling. All conference presentations are included. The 36 papers include: (1) "College Students' knowledge, Attitudes and Beliefs Regarding HIV/AIDS: A Five County Study" (L. Gray and R. House); (2) "A Whole School Approach to Guidance in Schools in Hong Kong" (B. Yau); and (3) "Drug Use by U.S. High School Students: How It Can Be Reduced" (D. Coy). (JDM)

ED 430 312   CG 029 879

Evraiff, Bill, Comp.; Evraiff, Lois, Comp.
Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997).
PUB DATE- 97
NOTE- 321p.; For individual papers, see CG 029 880-931.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Students; Computers; Counseling; *Cross Cultural Studies; Elementary Secondary Education; *Family Counseling; Foreign Countries; Foreign Culture; Higher Education; Internet; *Social Change; Technology

The two main themes of this conference were the influence of technology on families, and technology and counseling. Many of the papers consider the impact technology is having on

The Historical Evolution of Career Development in China and Hong Kong.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Foreign Countries; Government Role; *History; *Social Influences
IDENTIFIERS- China; Hong Kong

This paper examines the historical evolution of career development in China and Hong Kong. It reports that, according to Zhang (1994), the evolution of career guidance in China can be divided into six stages: the rise of vocational guidance and education (1917-1949); reorientation (1950-1965); abandonment (1966-1976); transition (1977-1986); experimentation (1987-1989); and expansionism (1990-present). Career development in Hong Kong is rather a recent development and can be classified into three stages: the rise and development of vocational guidance (1958-1978); the transitional period from vocational guidance to career guidance (1978-1990); and the consolidation period (1990-present). It states that changes are expected again as the two governments begin to draw closer than they have in 100 years. (Contains 13 references.) (JDM)

ED 430 334 CG 029 903

Chen, Ming-Chao; Tseng, Kang-Jiang
A Study on Learning Strategies and the Effect of Group Counseling for Learning of Senior High Students.
PUB DATE- 97
NOTE- 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Guidance; Foreign Countries; *High School Students; High Schools; Learning Strategies; *School Counseling; *Self Concept
IDENTIFIERS- Taiwan

The purpose of providing guidance for senior high school students is to promote learning, increase the opportunity of entering into universities, and to assist in choosing a proper path by facilitating their self-understanding. This paper describes research carried out in five areas: (1) the revision of the "Scale of Learning Strategies of Senior High School Students"; (2) research into learning problems and the use of teaching learning strategies for these students in Taiwan; (3) development of a training project for teachers that focuses on guidance skills for learning strategies; (4) testing the teachers who have accepted the guidance skills training; and (5) identifying the students who have inferior learning strategies and implementing small group counseling. Findings suggest that the scale of learning strategies could be promoted or revised. Seminar activities are needed to expand guidance knowledge and abilities of senior high school teachers. Other suggestions include fulfilling class guidance of learning strategies, considering individual differences with group

A Study on an Image of the "Ibasyo" or Psychologically Comfortable Space for the Children of Non-Attendant at School through the "Circle Triangle Square" Technique.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Counseling; Foreign Countries; Mental Health; *Neurosis; *Personal Space; *Psychological Characteristics; Self Concept; *Truancy; Visualization
IDENTIFIERS- Japan

This paper discusses the image of the "Ibasyo" or psychologically comfortable space of children not attending school. It suggests that psychological healthiness is dependent upon whether or not an individual has his or her individual space. The images of psychologically comfortable space through the "circle, triangle, and square" technique are presented. The paper describes a study of this technique administered to psycho-neurotic type (PNT) and school truancy type (STT) adolescents. It was found that STT adolescents felt no "Ibasyo" at school. Most of the PNT adolescents relaxed in the home but did not want to spend time alone. The PNT adolescents tended to have self-consciousness which sometimes became too much to cope with others, while the STT adolescents had poor self-consciousness so that when asked by others to do things they knew to be wrong, they could not refuse. These findings are consistent with Kitayama (1993): the "I" can be interchangeably used for "Ibasyo." The paper suggests art therapy is helpful for these adolescents along with drawing of the circle or square on a piece of paper to help them feel their comfortable space. (JDM)

ED 439 356 CG 029 929

Hu, Peicheng; Wu, Ailan
Education and Counseling on Adolescent Life.
PUB DATE- 97
NOTE- 8p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Counseling; Cross Cultural Studies; Foreign Countries; *Middle School Students; Middle Schools; *Sex Education
IDENTIFIERS- China

With the development of Chinese economic reform, many medical and educational workers have begun to provide adolescent life education and counseling on aspects of sexual education, sexual ethics, and sexual law. The National Education Commission and Public Health Ministry issued documents to ask education units to engage in this adolescent education and counseling. This paper reports the results of the research and practices. It describes the history of adolescent education and its initiating stage of development. It organizes the information into five sections: (1) Chinese History of Adolescent Education; (2) sexual physiological and psychological characters on Chinese adolescent life; (3) the factors influencing Chinese youth sexual physiology and psychology; (4)

*Self Efficacy

Over several years, challenges have been made to traditional theories of career choice. One of these challenges has been to consider the contexts in which individuals live and how this can influence career choices. The purpose of this model is to create a framework to explain the influences on career choices over the lifespan. The term "career choices" as used in this model refers not only to initial occupational choice, but also to all those choices made previously and subsequently that influence occupation or job choice. The paper states that social, cultural, geographic, and hereditary contexts influence career choices. Individual characteristics play a role as do core beliefs. Specific factors that most immediately affect career choice are availability of information, expectations, barriers, interest, economic need, and achievement motivation. Some of the recommendations are: (1) the model can be applied to individuals of various cultures; (2) career counseling can use it as a checklist to identify individual experiences and beliefs that may influence career choices; (3) schools, families, and communities need to acknowledge and plan for their influence on the career decisions of young people; and (4) organizations need to acknowledge their influence on and responsibility towards employees. (JDM)

ED 439 378 CG 029 956

Carlson, Jon; Kjos, Diane
Using Video To Link Counseling Theory and Practice.
PUB DATE- 98
NOTE- 5p.; In: "Relating in a Global Community." Proceedings of the International Conference on Counseling in the 21st Century (7th, Sydney, Australia, December 29-31, 1998); see CG 029 933.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Counseling; Counseling Effectiveness; Counseling Psychology; *Counseling Techniques; Counseling Theories; *Counselor Training; Graduate Students; Higher Education; Integrated Activities; Learning Activities; *Videotape Recordings; *Visual Learning

This paper presents a way to integrate counseling videos into the counseling curriculum and suggests options for continuing education for practicing counselors. Through the use of videotapes, students learn about counseling theory by watching theorists in action and hearing about the theory first hand. Directed study questions, resources for further study, and links to Web pages, all help students gain further knowledge about the theory they are studying. The first series of videos, "Psychotherapy with the Experts," brings together an audience of graduate students and practitioners to meet the expert, view an opening interview, watch a video of the counseling session, and share in a discussion of the theory. The second series of videos, "Family Therapy with the Experts," features 13 family therapists and a number of families considered representative of our society, following the same format as the first series. A study guide accompanies with each video and includes a brief biography of the "expert", a complete transcript of the therapy session, a list of resources for further study, and a 15 question, multiple choice test for continuing education credits. These videos can be used to form the basis for research of use and effectiveness of videos in teaching theory and skills. (JDM) this book helps teachers implement an effective factual thinking and writing program into elementary, middle, and high schools. It demonstrates six different models of factual writing: narratives, procedures, descriptions, reports, explanations, and arguments. An introduction is followed by six parts, each treating one of the six text type or genres. The overall structure of these lessons is described in detail at the end of the instruction. The models are divided into three chapters. The first chapter in each part describes and models a specific type of factual text. These models may be copied for demonstration purposes. This chapter contains writing frames that illustrate the structure of a factual text and are intended to guide writers and to model thinking frames for demonstration. Thinking frames are designed to help students record and manipulate information prior to writing a specific type of factual text. They are designed to evoke specific kinds of factual thinking and are prepared so they may be photocopied for classroom purposes. Assessment rubrics for each type of factual text and thinking frame are also included in the first chapter. The second chapter provides oral, visual, and written language activities designed to support the practice of specific techniques useful for the writing of a specific type of factual text. These can be referenced when teachers design their factual thinking and writing programs. The third chapter provides model programs presented as activities that demonstrate how the thinking and writing frames might be used in practice. Each set of these activities has a similar structure, but within this structure, the activities model numerous approaches to teaching and learning. (Contains a 15-item bibliography and an extensive index.) (RS)

ED 439 399   CS 013 915

Burns, Bonnie
The Mindful School: How to Teach Balanced Reading and Writing.
PUB DATE- 99
NOTE- 308p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Emergent Literacy; *Phonics; *Reading Instruction; *Spelling Instruction; Vocabulary Development; Writing across the Curriculum; *Writing Instruction
IDENTIFIERS- *Balanced Reading Instruction; *Phonemic Awareness; Strategic Reading

Using a balanced approach that integrates the language arts and blends teacher and student leadership strategies, this book offers a variety of activities for teaching reading and writing and has a flexible design, making the book adaptable for use at all grade levels. The balanced approach in the book uses a compatible combination of methodologies including the use of authentic texts and direct instruction in phonics, word recognition, and comprehension. Balanced writing strategies in the book include techniques for implementing writing across the curriculum. After an introduction, chapters in the book are (1) Balanced Reading and Writing; (2) Developing Phonemic Awareness and Teaching Phonics; (3) Teaching and Learning Spelling; (4) Emergent Readers and Writers; (5) Patterns for Teaching with Literature; (6) Guided Reading; (7) Helping Students become Strategic Readers; (8) Increasing Vocabulary; (9) Reading and Writing across the Curriculum; (10) Balanced Writing; and (11) children, and books about origami are attached. (RS)

ED 439 421 CS 217 031

Kaywell, Joan F., Ed.
Adolescent Literature as a Complement to the Classics. Volume 4.
PUB DATE- 00
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescent Literature; *Classics (Literature); *Classroom Techniques; English Instruction; Novels; Secondary Education; Teaching Methods

This book is based on two assumptions: the classics comprise the canon of literature that is mostly taught in schools; and most teachers are familiar with adolescent literature but are unsure how to incorporate its use in classrooms. This book provides the necessary information so that teachers may confidently use young adult novels in conjunction with commonly-taught classics. Chapters in the book are: (1) "What Life's All about: Group Reading of Selected Adolescent Literature and Thornton Wilder's 'Our Town'" (Bonnie O. Ericson); (2) "Oliver Twist and the Orphans of Young Adult Literature" (Virginia R. Monseau); (3) "Teaching 'The Crucible' with Historical Young Adult Fiction" (Patricia P. Kelly); (4) "Going to the Dogs: Dogs, Owners, and Loyal Connections in Books for Adolescents" (Pamela Sissi Carroll); (5) "'My Antonia': A Search for the American Dream" (Barbara G. Samuels and Mary Santerre); (6) "Young and Black in America: 'Native Son,' 'A Lesson Before Dying,' and the Realities of Race" (Leila Christenbury); (7) "The Outcast in Literature: 'The Hunchback of Notre Dame' and Related Young Adult Novels" (Teri S. Lesesne); (8) "Paying Debts Characters Never Promised in Young Adult Literature: '1 Henry IV' and 'Pride and Prejudice'" (Patricia L. Daniel and Elizabeth M. Tuten); (9) "Using Adolescent Literature to Enhance the Reading of Craven's 'I Heard the Owl Call My Name': Problems and Issues in Using Literature about Indian Peoples" (Lois T. Stover and Connie S. Zitlow); (10) "From Here to There and Back Again: Magic and Reality in 'The Once and Future King' and 'The Dark Is Rising Series'" (Carolyn Lott); (11) "Only the Nose Knows--'Cyrano de Bergerac' and Related Young Adult Books" (Rebecca Joseph); (12) "Selling One's Soul to the Devil: 'The Tragedy of Doctor Faustus' and Young Adult Literature" (Joan F. Kaywell and Marshall A. George); (13) "'Antigone' and Young Adult Literature: Perspectives on Courage" (Elizabeth L. Watts); (14) "Biographies in the Classroom: Who Am I and How Do I Find My Way?" (Jean E. Brown and Elaine C. Stephens). (Contains 119 references, a 170-item contemporary and classics bibliography, and a 188-item young adult bibliography.) (RS)

ED 439 422 CS 217 032

Herald, Diana Tixier
Genreflecting: A Guide to Reading Interests in Genre Fiction. Fifth Edition. Genreflecting Advisory Series.
PUB DATE- 00
NOTE- 553p.; For the fourth edition, see ED 306 737.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Authors; English Literature; Fantasy; *Fiction; Higher Education; *Literary Genres; Popular Culture; Publishing Industry; *Reading Interests; *Reading Material

(William)
A study examined a national trend towards dropping Shakespeare and other Great Authors from college English major requirements, and asked what new courses are taking their places. Programs from 70 representative schools were analyzed. Results indicated that 23 schools require a course in Shakespeare, which may include other authors as well, but that 47 schools do not have this requirement. Results also indicated that courses in topics such as popular culture and sexuality are replacing standard literature courses. Findings suggest that familiarity with great literature is necessary for a well-rounded education, for English majors seeking employment, and for its cultural value. Appendix A describes standard literature requirements (or absences) and alternative courses for all 70 colleges; Appendix B presents a sampling of courses typical of new trends in the English curriculum. (EF)

ED 438 443   CS 217 054

Christel, Mary T.
Shakespeare in Cinema.
PUB DATE- 00
NOTE- 8p.; Paper presented at the International Teaching Shakespeare Conference (3rd, Bethesda, MD, March 2-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Drama; *English Instruction; *Films; Secondary Education; *Videotape Recordings
IDENTIFIERS- *Shakespeare (William)
This filmography lists information on 41 films or videotapes related to Shakespeare in cinema to help teachers integrate cinematic texts, or series of texts, into the teaching of Shakespeare's plays. It lists titles, length, and the name of the producer or distributor and includes brief descriptions of the content of the film or videotape. The filmography includes biographical programs, material on Shakespeare's world, condensed versions, critical approaches, avant-garde adaptations, and companion films to 11 of Shakespeare's plays. It also lists contact information for 4 video distributors, and 2 journals and 4 books dealing with teaching Shakespeare. It concludes with sample study guide questions for the film "Forbidden Planet," a companion film to "The Tempest." (RS)

ED 438 444   CS 217 055

Manning, Tanya
Achieving High Quality Reading and Writing in an Urban Middle School: The Case of Gail Slatko. CELA Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Comparative Analysis; English Teachers; Instructional Effectiveness; Learning Strategies; Middle Schools; Professional Development; *Reading Instruction; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; *Writing Instruction
IDENTIFIERS- *Achievement Standards; Classroom Effectiveness; Quality Indicators

liked programmed instruction methods at least as well as other forms of instruction. In retrospect from the vantage of 1997, the initiatives of programmed instruction scholars were farsighted. Now, CD-ROM hardware and software technology has brought about an environment in which fully interactive multimedia allows scholars to pick up the thread that ties their work to programmed instruction. Programmed instruction was not behind its time--it was 15 or 20 years ahead of its time. The unanswered questions from the late 1960s and early 1970s about programmed instruction methods and technology are germane to the current interest in interactive multimedia as a teaching method. A research program is needed, and that can only be accomplished by teachers willing to use--and test--interactive multimedia in their work. If such a research is to be mounted, it must build on what is already known. (Contains 16 references.) (Author/RS)

ED 430 405   CS 510 277

Thameling, Carl L.
Confronting Sexual Harassment.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; *Sexual Abuse; *Sexual Harassment; Student Reaction; Verbal Abuse

An instructor uses a class activity to increase student understanding of the implications of sexual harassment in interpersonal relationships. Students read a dialogue inspired by a newspaper report about the disciplinary action against five senior government officials at the Atlanta Veterans Affairs Medical Center who had participated in repeated acts of sexual harassment. After hearing a lecture on dysfunctional relationships and interpersonal communication, students form small groups and work on identifying behaviors that could be described as sexual in nature, unreasonable, severe or pervasive, and unwelcome and offensive. Student reaction to this learning activity is highly positive. Course evaluations and unsolicited comments suggest both male and female students appear to derive a greater understanding of and appreciation for others from the designed sexual harassment exercise. (Contains 10 references.) (RS)

ED 430 406   CS 510 278

Bolduc, William J.
Permanent Base Groups in Broadcast Journalism Instruction.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Journalism; *Cooperative Learning; Higher Education; Introductory Courses; *Journalism Education; *Small Group Instruction; Student Participation

An instructor increases student performance, participation, and motivation in broadcast journalism and other media courses through the base group cooperative learning model. Base groups are a specific form of cooperative learning which enables

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Administrator Evaluation; *Christianity; Educational Philosophy; Elementary Secondary Education; *Instructional Leadership; Leadership Qualities; Models; *Spirituality

This book explores the spiritual dimension of leadership. Its discussion of leadership includes formal leading within education. The book has six chapters. The first two chapters trace the development of leadership thought/theory and practice and discuss phenomena that are present on a continuing basis in society and particularly within organizations. Chapter 3 considers the basics of Christianity and includes a general definition of a Christian. The chapter concludes with a discussion that links Christianity with the global society, education, and leadership. The fourth chapter traces the Thom's Leadership with Christian Conscience (TLCC) Manifesto from its beginning. The chapter focuses on the concept of leadership, recognizing that everyone educates his/her conscience, that everyone can lead, and that integrity and dignity are guidelines. Chapter 5 explains how reflection, evolution, creation, and revelation all are shaping what is to come. The last chapter presents a paradigm for conducting Christian leadership with dignity. A references section presents selected letters, a description of an international network of organizations in the field of Educational Administration/Leadership, the symbols of the Easter season, and a bibliography of the author's writings. (Contains a name index, a subject index, and approximately 400 references.) (RJM)

ED 439 487 EA 030 283

Merrill, Randall J.; Pounder, Diana
Attraction and Retention of High School Principals.
PUB DATE- 99
NOTE- 62p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Employment Potential; High Schools; *Labor Turnover; *Principals; Psychological Needs; *Recruitment; *Self Concept

This report examines factors that influence potential high-school principal candidates' attraction to a high-school principalship. The research focuses on the perspective of potential candidates' evaluation of specific job and organizational attributes. Using job-choice theory as a conceptual framework, the article discusses which attributes have the greatest influence on potential candidates' intentions to seek and accept a high-school principal position. For the study, 169 secondary administrators in one Western state were surveyed regarding the influence job attributes have on their attraction to the high-school principalship, their likelihood of seeking a high-school principalship, and their likelihood of accepting a position if offered. Results indicate that potential principals' job perceptions and intentions were more influenced by nonpecuniary aspects of work (sociopsychological attributes) than by economic incentives (objective attributes). The research validates earlier studies that found that subjective factors influence the organizational choice process. Namely, an individual's job choice is a way to implement self-school staff choose an approach for evaluating school-reform efforts. It is intended to provide further evaluation assistance to education stakeholders to ensure that schools conduct evaluation of whole-school reform efforts in a way that provides valid and useful information for accountability and program improvement. The book is divided into five sections. The first section summarizes the context of comprehensive school reform, program implementation, program outcome and impact, evaluation design and process, use of data for program improvement, and strategies for strengthening programs through evaluation. The next section discusses implementation evaluation and details preparation for evaluation, how to develop evaluation questions, planning the evaluation, collecting evaluation data, analyzing and interpreting the data, reporting the data, and using data to make program improvements. The handbook also offers instructions to the facilitator and provides tips for preparing transparencies and handouts and for organizing small-group activities. The third section describes impact evaluation, considers four evaluation models, and profiles the evaluation process, such as questions to address, choosing indicators and measures, collecting data, analyzing the data, interpreting the data, using data for program improvement, and monitoring follow-up actions. (Contains an annotated list of 26 references along with a list of on-line publications and resources.) (RJM)

ED 439 509 EA 030 317

Goodwin, Bryan R.; Gaddy, Barbara B.; Cicchinelli, Louis F.
Collaborative Partnering with Districts: Problems Encountered, Lessons Learned.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; Educational Administration; Educational Development; Elementary Secondary Education; Evaluation Criteria; *Partnerships in Education; Program Development
IDENTIFIERS- Mid Continent Research for Education and Learning

This paper examines the accomplishments of the Mid-Continent Research for Education and Learning (McREL) district research partners. Informed by 2 years of collaborative experience, the report documents the process McREL used in selecting partner sites and guides future field-based research partnerships by discussing problems encountered and lessons learned regarding the establishment and maintenance of research partnerships. The ultimate goal of establishing the McREL district research partnerships was to explore collaborative-action research as a viable strategy for promoting systemic reform that leads to sustainable, improved achievement for all learners. The report outlines the selection of sites, the establishment of design teams, the design and process of research, and the evaluation of partnerships. The document concludes that collaborative partnerships can be used to move research findings into the field more quickly under the right conditions. Partnering, however, is a complex process and requires both partners to redefine their roles and usual work methods to accommodate a collaborative approach that involves individuals from different professional cultures. More sensitive methods, both for assessing a district's capacity for partnering and for creating safety, documentation, dealing with harassment, gang activities, physical violence, off-campus problems affecting school environment, issues concerning special education students, life away from school, and the giving of testimony in court. Although the guide is intended to create a safer school environment, it is not meant to take the place of specific legal advice. Three appendixes cover definitions and explanations of the legal system and constitutional rights, the giving of testimony in court and dealing with attorneys, and the receiving and giving of gifts and money to and from students. (Contains 38 references.) (DFR)

ED 439 530   EA 030 382

Ricciardi, Diane
Examining Professional Training of Middle Level Principals: Responding to a Reform Environment.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Middle Schools; *Needs Assessment; *Principals; *Professional Development
IDENTIFIERS- *National Policy Board for Educ Administration

The study examines the impact of selected variables on the professional development needs of 52 middle level principals, involved in implementing reform initiatives in their schools. Training needs were examined using the framework of the 21 performance domains judged by the National Policy Board for Educational Administration as critical for administrative job success. Two independent variables--years working in education, and gender--were identified as significant predictors of development needs. Although principals generally rated professional development activities as useful to their job performance, they indicated that the content of development activities was not balanced among the 21 performance domains. Principals recommended improving content and delivery of future development activities by incorporating the principles of adult learning theory into training activities. They reported top development needs in curriculum, instruction, and public relations. (Contains 31 references.) (Author/DFR)

ED 439 531   EA 030 401

Kozlowski, Anna T.
Home Schooling in Alabama: Perspectives of Public School Superintendents and Home Schooling Families.
PUB DATE- 99
NOTE- 42p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; Family School Relationship; *Home Schooling; *Parent Attitudes; *Public Schools; *Superintendents; Values
IDENTIFIERS- *Alabama

This paper describes home schooling in Alabama from the

DESCRIPTORS- *Blindness; Change Strategies; Elementary Secondary Education; *Faculty Recruitment; Higher Education; Long Range Planning; Personnel Needs; Preschool Education; *Preservice Teacher Education; Professional Development; *Strategic Planning; *Teacher Recruitment; *Visual Impairments

This document presents a national strategic plan for preparing capable and qualified personnel to educate students who have visual impairments. The plan focuses on three main goals: (1) to increase the number and diversity of qualified personnel to serve students with visual impairments; (2) to increase the number and diversity of qualified leadership personnel in the education of children with visual impairments; and (3) to increase the number and diversity of high-quality applicants to and graduates from personnel preparation programs serving all areas of education of students with visual impairments. Section 1 provides background information on the project. Section 2 discusses the needs assessment designed to assist the strategic plan, estimates of children to be served, and recommendations for more reasonable caseloads. Section 3 presents the most critical goals, objectives, and strategies needed to address the shortage of direct service personnel who serve students with visual impairments. It includes a description of the planning process and the recommended implementation plan. Tables provide funding requirements, potential partners, and performance indicators for each implementation strategy. The final section discusses the anticipated impact of implementation of the plan and its costs. Appendices include supporting research and data. (Contains 25 references.) (CR)

ED 439 550   EC 307 729

Garberino, Jennifer; Thompson, Bruce

Child Attachment and Family Environment Differences of Adolescent Children with ADHD and/or Conduct Disorder.

PUB DATE- 00

NOTE- 40p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; *Attachment Behavior; *Attention Deficit Disorders; *Behavior Disorders; Emotional Adjustment; Family Counseling; Family Environment; Hyperactivity; Interpersonal Relationship; Mothers; *Parent Child Relationship; Parents with Disabilities

This study explored the development of attachment bonds in adolescents with diagnoses of attention deficit hyperactivity disorder (ADHD) and/or conduct disorder (CD). Participants included 102 mother/adolescent-child dyads from both rural and metropolitan areas and from six states. Subjects had received an ADHD diagnosis, a CD diagnosis, or a diagnosis of both ADHD and CD. Three scales measured the child's or adolescent's attachment with his or her mother. Another three measures examined the mother's own attachment style, the mother's own ADHD status, and the mother's overall maternal psychomedical functioning. Effect sizes from a discriminant analysis were statistically significant. Two patterns of group differences were identified. First, the group of children and adolescents with only ADHD were most likely to be in families with more intimate social relationships and supports. Secondly, children with only CD tended to be in families with poorer affective quality of relationships and in which mothers had higher ADHD not have been tested were included. Appendices include evaluation data. (CR)

ED 439 569   EC 307 748

Social Skills Classroom Training Packet. LEAP Outreach Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Colorado State Dept. of Education, Denver.
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Autism; Check Lists; Classroom Techniques; *Curriculum Design; Curriculum Guides; Data Collection; Inclusive Schools; *Interpersonal Communication; *Interpersonal Competence; *Peer Relationship; Preschool Children; Preschool Education; Social Development; *Teaching Methods
IDENTIFIERS- *Social Skills Training

This training module presents a social skills curriculum designed to be utilized as a tool for parents and teachers to increase levels of interaction between preschool children with and without autism. The curriculum consists of five social skills that were chosen based on evidence suggesting that they tend to result in more lengthy interactions between children and create the potential for friendships. These skills include: getting your friend's attention, sharing, sharing requests, play organizing, and compliments. The module includes the following materials: (1) a social interaction procedural checklist; (2) a checklist for deciding who needs social skills training; (3) teacher ideas for promoting interactions; (4) play activities for promoting social interactions; (5) scripts for teacher and parent use in teaching the social skills curriculum; (6) instructions for creating posters for social skills instruction and ways to incorporate social interactions into a daily routine; (7) strategies for using a buddy system; (8) ways to use snack time to promote social interactions; (9) friendship activities; and (10) strategies for collecting data on social skills. (Contains 28 references.) (CR)

ED 439 570   EC 307 749

Parent Skill Training (Trainer Modules). LEAP Outreach Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Colorado State Dept. of Education, Denver.
PUB DATE- 98
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Autism; Behavior Change; *Behavior Modification; *Behavior Problems; Communication Skills; Family Environment; Interpersonal Communication; *Parent Child Relationship; *Positive Reinforcement; Praise; Preschool Children; Preschool Education; Reinforcement; Skill Development

This training manual, designed for teaching parents of young children with autism, contains nine modules on behavior modification techniques. The modules address: (1) the ABC's of behavior, which discusses discriminating among words that describe feelings and words that describe behaviors, identifying examples of learned behavior, and defining and identifying examples of antecedents, behaviors, and through 1998 final budgets. (GR)

ED 439 591   EF 005 678

Armoudian, Maria
LAUSD's Business Services Center. An Investigative Report.
PUB DATE- 98
NOTE- 37p.; Prepared by the Joint Legislative Audit Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Earthquakes; *Fund Raising; *School District Spending
IDENTIFIERS- Building Evaluation; Emergency Evacuations; Investigative Reporting; *Los Angeles Unified School District CA; *Office Buildings

An investigative report examines the Los Angeles Unified School District's (LAUSD's) attempt to obtain emergency funding, following the Los Angeles earthquake, for its abandoned Business Services Center (BSC). It examines the LAUSD's declaration of emergency and the pursuit of emergency funds, the district's search for replacement office space, its evacuation and move into the IBM Towers, and the retention of outside consultants for the pursuit of additional emergency funds. The report reveals that the Federal Emergency Management Fund discovered no identifiable earthquake damage and the denial of the district participating in the Hazard Mitigation Grant Program and its subsequent acceptance of the Grant Acceleration Program. (GR)

ED 439 592   EF 005 681

Sachse, Michael; Weir, Angus
Strategic Asset Management for Tertiary Institutions. Programme on Educational Building. PEB Papers.
PUB DATE- 99
NOTE- 82p.; Based on the proceedings of a 2 day workshop, organized under the auspices of the OECD PEB and the Institutional Management in Higher Education, "Strategic Asset Management for Tertiary Institutions" (Sydney, Australia, July, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Planning; Educational Change; Foreign Countries; Higher Education; Information Technology; Lifelong Learning; Organizational Objectives; Student Centered Curriculum; *Student College Relationship; Workshops
IDENTIFIERS- *Facility Management; *Resource Management; Technology Integration

This document explores the issues raised during the international workshop on asset management of postsecondary education institutions, as well as presenting the full transcripts of the workshop papers and providing summaries of working group outcomes. The overall themes the workshop addressed concern the impact of technology on facilities planning, the tensions developed from attempting to make the best use of assets by extending the range of users and providers, the impact of student-centered funding and student-centered learning on facilities management, and space and accommodation needs driving the development of planning standards. The papers address what impact information technology has on space requirements, what steps institutional managers can take to manage risks in rapidly-changing circumstances, the changing roles of facilities managers, and what new skills and tools

*Politics of Education; Second Language Instruction; Second Language Learning; Spanish Speaking; Undocumented Immigrants

The articles in this volume are divided into the three panels from the conference, after introductory presentations. First is the introduction by the editor, Rosalie Pedalino Porter, followed by the article which provided the seed that germinated into the other papers of the conference, "Rethinking Bilingual Education" (Charles L. Glenn). The first panel, "What the Research Tells Us," has the articles: "Improving Capacity and Educational Accountability in Schools Serving English Language Learners" (Diane August); "Mystery on the Bilingual Express: A Critique of the Thomas and Collier Study" (Christine H. Rossell); "El Paso Programs for English Language Learners: A Follow-Up Study" (Rosalie Pedalino Porter); "Labor Market Effects of Bilingual Education" (Mark Lopez). Articles in the second panel, "Practitioners: Successful Programs and New Approaches," are: "Reflections of a Bilingual Educator: From Past to Present" (Mary T. Cazabon); "Bethlehem, Pennsylvania's English Acquisition Program" (Thomas J. Doluisio); "Restructuring Schools To Incorporate Linguistically Diverse Populations" (Maria Estela Brisk); and the Keynote Address by Richard M. Estrada of the Dallas Morning News. The third panel is organized around the theme of "Education Reform in Massachusetts" and has the following articles: "A Bilingual Supporter Calls for Reform" (Charles Glenn); "A State Legislator's Views on Bilingual Education Reform" (Harold Lane); "Reflections of a School Superintendent--Quincy, Massachusetts" (Eugene Creedon); and "Chelsea Superintendent Urges More Flexibility in State Bilingual Law" (Douglas Sears). A concluding paper, "From Primary Language Instruction to English Immersion: How Five California Districts Made the Switch" (Kevin Clark) is also included. Four appendices with summaries, references, and background data are included as well. (Most papers include references and/or notes.) (KFT)

ED 438 612 FL 026 206

Chi, Feng-ming

Constructing Gender through Literacy in an EFL Class.

PUB DATE- 98

NOTE- 18p.; Paper presented at the World Congress on Reading (17th, Ocho Rios, Jamaica, July 11-14, 1998).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers presented at..." (150)

DESCRIPTORS- Chinese; College Students; *English (Second Language); Foreign Countries; Higher Education; Instructional Innovation; Interviews; *Literacy; Questionnaires; *Reading Materials; Second Language Instruction; Second Language Learning; *Sex Bias; Sex Role; *Sex Stereotypes; *Teaching Methods

IDENTIFIERS- Taiwan

The purpose of this study is to help Taiwanese English-as-a-foreign-language (EFL) college students construct the concept of gender equality by reading and responding to two gender issues: housework and virginity. Educational researchers have been interested in and aware of the importance of promoting the concept and practice of gender equality in education. How exactly to accomplish this in the OFL classroom has been the subject of some controversy. Twenty Taiwanese EFL students participated in the study. Journal responses, oral interviews, and questionnaires were used to gather data for this paper; a thematic analysis and comparative content analysis were used to

SPONS. AGENCY- Council for Studies of Higher Education, Stockholm (Sweden).
PUB DATE- 00
NOTE- 272p.; Additional funding was provided by Leverhulme Trust, the Spencer Foundation of Chicago, and the Royal Bank of Sweden.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Economics; Educational Finance; Educational History; Educational Legislation; *Educational Policy; Foreign Countries; *Government Role; Government School Relationship; *Higher Education; Policy Formation; Politics of Education; Public Policy
IDENTIFIERS- Polytechnics; *Reform Efforts; *United Kingdom

This book examines the relationship between higher education policy and the state in the United Kingdom, discussing how changing concepts of the nature of the state and its role have affected the development of higher education policy. The book studies shifts from state-subsidized independence to ambiguous but increased dependence on state policies. It examines changes in higher education policy; changes in the nature of the state; changes in state machinery for policy implementation; how policies emerge and continue; the influence of interest groups and elites on policy making and implementation; and changes in institutional government. Chapters are organized into three parts: "Themes, Methods, and Theories"; "Changing Nature of Higher Education: Main Policy Movements"; and "Theoretical Perspectives, the Exercise of Influence and the Role of the State." The nine chapters are titled: (1) "Our Main Themes and Methods"; (2) "Our Project and Theoretical Position"; (3) "The Reform Movement: Contexts and Massification"; (4) "The Reform Movement: Objectives and Policies"; (5) "The Ending of the Binary System"; (6) "The Changing State Apparatus"; (7) "The Impact of Policy Changes on Institutional Government"; (8) "The Exercise of Influence"; and (9) "Reflections and Some Emerging Conclusions." A glossary of acronyms is appended. (Contains approximately 305 references.) (SM)

ED 439 633 HE 032 652

Hovey, Harold A.
State Spending for Higher Education in the Next Decade: The Battle To Sustain Current Support.
SPONS. AGENCY- National Center for Public Policy and Higher Education, CA.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; Costs; Economic factors; *Educational Finance; Educational Policy; Financial Support; *Higher Education; Public Colleges; Retrenchment; School Support; *State Aid; *State Government; State Programs; Taxes

This report addresses the future financing of higher education, focusing primarily on the states and presenting state-by-state data on important trends. It assesses the outlook for state finances, and, in the context of the ongoing needs of other major state services, for state support of higher education. In examining the forecast of state and local spending patterns, the study finds that even with normal economic growth over the next eight years, most states will face significant fiscal

NOTE- 25p.; An earlier version of this study was presented at the CIEA Midwest Regional Conference (Fort Wayne, IN, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cultural Awareness; *Cultural Background; Cultural Differences; Foreign Culture; Foreign Nationals; *Foreign Students; Higher Education; Intercultural Communication; Language Fluency; Language Skills; *Learning; Learning Motivation
IDENTIFIERS- *Chinese People; *Cross Cultural Teaching

This case study examines the cross-cultural learning experiences of two Chinese students at a major university in the Eastern United States. The study participants were a graduate student and his wife, both of whom had graduated from prestigious Chinese universities. At the time of the study, they had been in the United States for less than two years. Data were gathered through participant observation and informal interviews. The various sections of the paper discuss: (1) their motivations for learning, including professional growth and personal and political frustrations in their home country; (2) frustrations of cross-cultural living and learning, including communication difficulties, discrimination, disillusionment, and study pressures; (3) satisfactions of cross-cultural living, including a cleaner environment, having the necessities of daily living, fair school enrollment policy, and a law-governed society; (4) their strategies for coping with limited English in school work and in daily life; (5) new perspectives they had gained through learning and their hope of opening doors with better credentials; and (6) cultural differences in the classroom and daily life, including a more interactive student-teacher relationship and differences in behavioral and value systems. The study concludes that schools must be aware of and help international students adjust to such cross-cultural differences. (Contains 18 references.) (CH)

ED 439 654 HE 032 731

Berry, Howard A.; Chisholm, Linda A.
Service-Learning in Higher Education around the World: An Initial Look.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; *Foreign Countries; *Higher Education; Private Colleges; Program Design; *Program Development; Public Colleges; *School Community Relationship; *Service Learning; Student Volunteers; Volunteer Training
IDENTIFIERS- Asia; Caribbean; Europe; India; Middle East; North America; South America

This survey of institutions of higher education around the world brings together information about their interest and involvement in programs that combine academic study and volunteer service. Following an international conference in May 1998, called to consider the growing service-learning movement, questionnaires were sent to higher education institutions around the world. Responses were received from 64 institutions in 23 nations in East and Southeast Asia, India, North and South America, the Caribbean, Europe, Eastern Europe, Africa,

(Broadcast); *Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for September 1-30, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: Venezuela constitutional crisis, Panama's first female president, and the Internet's 30th birthday (September 1-3); unrest in East Timor, Viacom buys CBS, earthquake in Greece, and the international community's response to reports of genocide by pro-Indonesian militia (September 7-10); President Habibie and the military role in East Timor, Hurricane Floyd and preparations in coastal Florida, forecasts for Hurricane Floyd, factors that "feed" a hurricane, and effects of Hurricane Floyd (September 13-17); hardships for victims of Hurricane Floyd, earthquake in Taiwan, Operation Warden in East Timor, aftershocks and damage from the earthquake in Taiwan, cause of violence in East Timor (September 20-24); peacekeeping forces in East Timor, Dan Quayle withdraws his bid for president, groundbreaking for the Smithsonian's Museum of the American Indian, and the 50th anniversary of Communist China (September 27-30). (AEF)

ED 439 672 IR 019 941

CNN Newsroom Classroom Guides. October 1999.
PUB DATE- 99
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for October 1-29, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: nuclear accident in Japan (October 1); debate over the nuclear Test Ban Treaty, Supreme Court in session, MCI takeover of Sprint, new space discoveries, and Chechen conflict (October 4-8); Comprehensive Nuclear Test Ban Treaty, population growth and its impact on natural resources, Pakistan coup, Pakistan's new military rule and the country's economic status, and Pakistan's political power transferred (October 11-15); Pakistan coup and General Musharraf, independent counsel, Indonesia elections, Elizabeth Dole quits presidential race, and oldest dinosaur fossils uncovered (October 18-22); Pat Buchanan Reform Party presidential nominee, death of Payne Stewart, New Hampshire Town Hall Meeting and political differences between Gore and Bradley, positions of Gore and Bradley on issues at the Town Hall Meeting, Dartmouth Town Hall Meeting II (October 25-29). (AEF)

ED 439 673 IR 019 942

CNN Newsroom Classroom Guides. November 1999.
PUB DATE- 99

Information Professionals in the Asia-Pacific Region.
SPONS. AGENCY- Ministry of Education, Science, and Culture, Tokyo (Japan).
PUB DATE- 98
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Development; Foreign Countries; Futures (of Society); Guidelines; *Information Science; Professional Development; Program Development
IDENTIFIERS- *Asia Pacific Region; Information Society

These curriculum guidelines are intended to offer some quality control for: programs just beginning with their curriculum development and other academic considerations; programs already in existence which are struggling to upgrade the content of their programs; and agencies which are administratively and financially responsible for implementing and supporting information policy and information services development. The document begins by considering the nature and characteristics of the information societies that are emerging in the Asia and the Pacific Region. From this it is possible to identify the range of skills and competencies that will be required in the future. The present education and training arrangements within the Region are briefly reviewed, and weaknesses and deficiencies in the present system are identified. Finally, a draft curriculum is outlined that can be regarded as the starting point for discussion and development of syllabi that reflect the local conditions. (AEF)

ED 430 003 IR 019 987

Developing a Non-Formal Education and Literacy Database in the Asia-Pacific Region. Final Report of the Expert Group Consultation Meeting (Dhaka, Bangladesh, December 15-18, 1997).
PUB DATE- 98
NOTE- 60p.; "The Meeting was organized jointly by the Dhaka Ahsania Mission, Bangladesh and UNESCO PROAP, Bangkok, in co-operation with the Asia/Pacific Cultural Centre for UNESCO, Japan."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Conferences; *Data Analysis; *Data Collection; Foreign Countries; *Literacy; Needs Assessment; *Nontraditional Education; Questionnaires; Statistical Data
IDENTIFIERS- *Asia Pacific Region; UNESCO

The objectives of the Expert Group Consultation Meeting for Developing a Non-Formal Education and Literacy Database in the Asia-Pacific Region were: to exchange information and review the state-of-the-art in the field of data collection, analysis and indicators of non-formal education and literacy programs; to examine and review the set of structured instruments of data collection developed by UNESCO's (United Nations Educational, Scientific and Cultural Organization's) Principal Regional Office for Asia and the Pacific (PROAP); to propose and develop a set of structured instruments for data collection on non-formal education and literacy programs and activities and a list of indicators for planning, monitoring and evaluating literacy programs, particularly with a view to measuring the

NOTE- 314p.; Published monthly.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Awards; Budgets; Donors; Exhibits; Financial Support; *Library Collection Development; Library Materials; Program Development; Publications
IDENTIFIERS- *Library of Congress

These 12 issues, representing 1 calendar year (1999) of "The Library of Congress Information Bulletin," contain information on Library of Congress new collections and program developments, lectures and readings, financial support and materials donations, budget, honors and awards, Web sites and digital collections, new publications, exhibits, preservation, bicentennial anniversary plans. Cover stories focus on the Edna St. Vincent Millay collection; 1998 year in review; sound and pictures from Edison Companies; the Alexander Graham Bell papers; the work of Charles and Ray Eames; the Gerry Mulligan collection; frontiers of the mind in the 21st Century; John and Ruby Lomax collection of American folk songs; publication of "Language of the Land: The Library of Congress Book of Literary Maps"; prints and drawings from the Ben and Beatrice Goldstein Collection, 1912-1948.; "John Bull and Uncle Sam: Four Centuries of British-American Relations" exhibition; and the Bicentennial Gifts to the Nation program. (AEF)

ED 438 716 IR 057 810

Molz, Redmond Kathleen; Dain, Phyllis
Civic Space/Cyberspace: The American Public Library in the Information Age.
PUB DATE- 99
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Government Role; Information Technology; *Library Development; *Library Role; Library Services; *Public Libraries
IDENTIFIERS- Information Age; Information Infrastructure; National Information Infrastructure

This book assesses the current condition and direction of the American public library. It considers the challenges and opportunities presented by new electronic technologies, changing public policy, fiscal realities, and cultural trends. The authors draw on site visits and interviews conducted across the country, as well as extensive reading of reports, surveys, and other documents, combining a scholarly, humanistic, and historical approach to public libraries with a clear-eyed look at their problems and prospects and their role in the emerging national information infrastructure. Chapters include: (1) The Mission: Consensus and Contradiction; (2) The Institution: Governance and Funding; (3) The National Perspective: The Federal Role in Library Infrastructure; (4) The National Perspective: The National Information Infrastructure; and (5) The Institution: Services, Technology, and Communities. An appendix lists sites visited and interviewees. Contains chapter notes and an index. (AEF)

ED 438 717 IR 057 811

Dealing with Selection and Censorship: A Handbook for Wisconsin Schools and Libraries.
PUB DATE- 99
NOTE- 60p.

changing environment for community colleges. It first explores the market forces impacting community colleges and how these forces affect organizational design. Second, the tensions that reside within community colleges and act as impediments to change are addressed. The internal tension and intensifying market forces are contradictory in nature. Third, the model of a contradictory college is discussed in some detail. A contradictory college is one that is capable of managing tradition while simultaneously creating revolutionary change and learning from both experiences. A contradictory college will allow different dimensions of change to coexist, thereby providing room for development. The discussions entailed in the paper do not provide the single model for the future, but encourage different ways of thinking about what community colleges need to do if they are to remain vital in the market economy and serve all students well. (Contains 13 citations.) (AF)

ED 438 739 JC 000 246

Rifkin, Tronie
Public Community College Faculty. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 4.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; *Community Colleges; *Faculty; *Faculty Recruitment; Faculty Workload; Full Time Faculty; Higher Education; Part Time Faculty; Teacher Effectiveness; Two Year Colleges

This paper addresses the "graying of faculty," faculty recruitment and retention, roles and responsibilities, evaluation, professionalism, and issues related to part-time faculty. The student body of today's community colleges is tremendously diverse, making the recruitment and retention of new faculty even more complicated. As approximately three-quarters of full-time community college faculty will retire within the next twenty years, community colleges will have to be creative in recruiting a pool of applicants that will best serve the diverse population. The traditional source of community college faculty used to be the secondary school sector, but this is no longer the case. The hallmark of community college faculty is the commitment to teaching all students, in particular, students who would not otherwise have access to higher education. Teachers who engage students should be rewarded, and the tendency to hire part-time faculty should be curbed, focusing instead on the development of full-time faculty. (Contains 37 references.) (AF)

ED 438 740 JC 000 247

Head, Ronald B.
Minority Enrollment Report, Fall Semester 1999.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Diversity (Institutional); *Enrollment Management; Enrollment Projections; *Enrollment

Trends; *Longitudinal Studies; *Minority Groups; School Demography; School Holding Power; School Statistics; *Student Recruitment; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

This report displays longitudinal data on minority enrollment at Piedmont Virginia Community College (PVCC), and examines trends that may affect minority enrollment in the future. A record number of minority students attended PVCC for the fall semester 1999. Slightly over two-thirds of all minority students attending PVCC were African-American. The percentage of minority students attending PVCC has always been lower than the percentage of minority citizens residing within the college service region. In fall 1999, however, the gap between the two had nearly been bridged. For the most part, minority enrollment trends do not reflect overall enrollment trends. From fall 1995 to fall 1998, overall student enrollment declined, while minority enrollment rose; in fall 1998, the reverse occurred. In fall 1999, both overall and minority enrollment increased. Proportionally fewer African-American male students enroll at PVCC each fall than do White or other-race students. In terms of age, minority enrollment is similar to White student enrollment, though in fall 1999, for the first time, the percentage of traditional aged African-American students (18-21) exceeded the percentages of White students and other-race students. The percentage of new minority students has declined during the past few years, while the percentage of returning students has risen. (VWC)

ED 439 741   JC 000 248

Hockaday, Jeff; Puyear, Donald E.
Community College Leadership in the New Millennium. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 8.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Characteristics; Administrator Effectiveness; *Community Colleges; Educational Change; Educational Needs; Educational Planning; Instructional Leadership; Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Training; *Long Range Planning; *Management Development; School Administration; Two Year Colleges

In the most basic terms, the skills and attributes that produced success for the first two generations of community college leaders will be the skills and attributes required of those leading community colleges into the new millennium. The issues and the goals to be attained, however, will be somewhat different. This paper looks at the leadership traits, skills, and attributes necessary for effective leadership in the 21st century, and the strategies needed to prepare leaders for their emerging roles. It presents an incomplete list of traits that have been found in effective community college leaders, which can be learned and developed: vision; integrity; confidence; courage; technical knowledge; the ability to form partnerships; persistence; good judgment; and the desire to lead. The desired purpose of this list is to ensure that there is opportunity for learning and development. This paper also discusses some of the challenges and opportunities facing community college leaders

Faces of the Future: A Portrait of America's Community College Students. Summary Findings.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Computer Uses in Education; Educational Technology; *Information Technology; *Skill Development; Student Characteristics; Student Educational Objectives; *Student Needs; *Student Reaction; Student Surveys; *Two Year College Students; Two Year Colleges

This Summary of Findings examines some of the special populations that community colleges serve (including single parents, first-generation students, and students aged 40 or older), and highlights a key area of training provided by community colleges, information technology. Faces of the Future is the first national survey to include both credit and non-credit students at community colleges. This report discusses some of the preliminary findings in the areas of computer skills, student population, student growth in academic and workplace skills, and satisfaction with community colleges. Community colleges help narrow the digital divide by providing computer skills to a substantial number of students. The cost of computers for education is a major problem for 20% of students. Twenty-eight percent of the noncredit students had already attained a bachelor's degree or higher. Sixty percent of credit students responded that a major reason for taking classes at the community college was to "meet the requirements for my chosen occupation." Twenty-nine percent of the noncredit students who were unemployed and seeking work reported public assistance as a source of funds for their education. More than half of community college students are first-generation students. Eighty-three percent of credit students responded that they are satisfied or very satisfied with their community college. (VWC)

ED 439 761 JC 000 283

Orr, Margaret Terry
Community College and Secondary School Collaboration on Workforce Development and Education Reform: A Close Look at Four Community Colleges.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 99
NOTE- 54p.; Early results of this research were presented at the Annual Conference of the National Council on Occupational Education (1997). An earlier draft was presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; *Community Colleges; *Education Work Relationship; High Schools; Job Training; *Labor Force Development; *Partnerships in Education; School Community Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- Partners in Learning

This paper examines how community colleges are responding to external pressures to more closely collaborate with secondary schools in school reform efforts and school-to-work transition programs, focusing on four community colleges. These colleges engaged in a wide variety of collaborative activities with secondary schools. Two strong examples of significant systemic generally work in low-wage jobs, often without benefits; (5) many TANF clients report having had cuts in benefits to which they remained entitled; (6) the availability of child care, transportation, and jobs is crucial to move people off welfare; (7) more education has a strong relational impact on wages, benefits, and job retention; (8) clients who lost TANF benefits experience extreme hardship; (9) the service planning process needs improvement--the most common unmet needs appear to be child care and housing assistance; (10) utilization of supportive benefits and resources for low-income families has decreased; and (11) entry-level job availability is a major factor in reducing TANF caseloads. (Survey is included.) (EV)

ED 439 780   PS 028 317

Harris, Monica, Ed.
Smart Start News, 1999.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; Cooperation; Day Care; Day Care Effects; Early Childhood Education; *Early Intervention; *Family Programs; Health Insurance; *Health Services; Periodicals; Program Descriptions; Program Effectiveness; *School Readiness; State Programs; Volunteers; *Young Children
IDENTIFIERS- Availability (Programs and Services); Day Care Quality; *Smart Start NC

Smart Start is a comprehensive public-private initiative to help all North Carolina children enter school healthy and ready to succeed, and provides children from birth to age five access to high-quality and affordable child care, health care, and other critical services. This document comprises the first two issues of "Smart Start News," a newsletter detailing project activities and accomplishments. The May 1999 issue includes articles on: the receipt of the 1998-99 Innovations in American Government Award; the Smart Start Web site; a state initiative to expand programs helping with child caregivers' health care costs and salary bonuses; programs illustrating collaboration; characteristics of quality child care; recent findings from Smart Start impact studies; needs and challenges of Smart Start communities; the availability of parent materials; ways to assist in children's intellectual development; and vision screenings. The fall 1999 issue includes articles on: initiatives to introduce advocacy and volunteer efforts into Smart Start; state family support initiatives; state health insurance plan; additional recent findings from Smart Start impact studies; private sector child care; child care license standards; Smart Start partnerships around the state; and 1999 local Smart Start award winners. (KB)

ED 439 781   PS 028 357

Burns, M. Susan, Ed.; Griffin, Peg, Ed.; Snow, Catherine E., Ed.
Starting Out Right: A Guide to Promoting Children's Reading Success. Specific Recommendations from America's Leading Researchers on How To Help Children Become Successful Readers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

ED 439 799 PS 028 404

A Juvenile Justice System in Crisis: A Case Study in Child Advocacy.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Change Strategies; *Child Advocacy; Child Safety; Child Welfare; Delinquency; Delinquent Rehabilitation; *Juvenile Justice; Law Enforcement; *Public Policy; School Safety; State Action; State Government; *State Legislation; Violence; Youth Problems
IDENTIFIERS- Arkansas

This report provides an account of the actions taken by Arkansas Advocates for Children and Families in the wake of the fatal school shooting in Jonesboro, Arkansas, to shape public policy affecting young children who commit serious violent crimes. Following some background information, the report's contents are: (1) "Responding to a Tragedy," which discusses building a plan of action and impacting policy through advocacy; (2) "Expressing the Public Will," which addresses influencing legislators, considering the options, and seeking humane and effective rehabilitation; (3) "Realizing Our Efforts," summarizing laws enacted during the 1999 Arkansas legislative session as a result of the organization's efforts to inform public policy; and (4) "Sharing Our Lessons." The report's concluding section offers a chronology of relevant events. (EV)

ED 439 800 PS 028 405

Patrikakou, Evanthia N.; Weissberg, Roger P.
Parents' Perceptions of Teacher Outreach and Parent Involvement in Children's Education. Publication Series No. 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Elementary Education; *Family School Relationship; Inner City; Minority Groups; *Parent Attitudes; *Parent Participation; Parent Teacher Cooperation; *Predictor Variables; *Teacher Role; Urban Education

This study focused on urban public schools in an effort to: (1) gather further information about the nature and extent of parent-involvement attitudes and practices in public inner-city schools; and (2) investigate the relationships among socio-demographic factors that previously have been found to be crucial for parent participation, parent perceptions of teacher practices, and actual parent involvement. The study predicted that perceived teacher outreach has stronger associations with parent involvement than do socio-demographic variables. Specifically, the study hypothesized that the more teacher outreach parents perceive, the higher their involvement levels will be both at home and at school. Parents from three inner-city elementary schools in a large Midwestern city were surveyed. Findings indicated that parents whose children attend

DESCRIPTORS- Educational Finance; *Family Needs; *Family (Sociological Unit); *Financial Policy; Property Taxes; Public Policy; *Tax Allocation; Tax Credits; Tax Deductions; Tax Rates; *Taxes
IDENTIFIERS- Corporate Taxes; Income Taxes; *Pennsylvania; Sales Taxes; State Lotteries; State Policy

Noting that a state's tax policies have direct impact on a family's ability to feed, clothe, house, educate, and care for its children, this report presents an overview of taxes in the state of Pennsylvania. The report is presented in five sections. Section 1 presents the argument that it is necessary to understand the rule driving the revenue system in a state in order to make the system work for Pennsylvania families and their children. Section 2 contains a glossary of tax terms and concepts used throughout the paper. Section 3 introduces Pennsylvania's major taxes and revenue generators: (1) property (the primary funding source for Pennsylvania schools) and other local taxes; (2) personal income tax; (3) sales and excise taxes; (4) corporate net income and other business taxes; and (5) lottery and motor license funds. Section 4 evaluates the entire system's effectiveness and quality, based on criteria developed by the National Conference of State Legislatures. Section 5 presents proposals for 3 new family-friendly tax strategies: (1) increase tax forgiveness thresholds; (2) establish a general fund property-tax/rent rebate program for low-income families with dependent children; and (3) create a dependent care tax credit. The report concludes by asserting that although taxes are at the heart of a functioning government, it is important to evaluate the allocation of tax dollars and to inject a family perspective into the tax system. (Contains 20 references.) (KB)

ED 439 818 PS 028 432

Uninsured Children in Pennsylvania. Kids Count Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Child Health; *Children; Eligibility; Enrollment Rate; *Health Insurance; Medical Services; *Poverty; State Aid; State Federal Aid
IDENTIFIERS- Childrens Health Insurance Program; *Pennsylvania; *Uninsured Persons

Although Pennsylvania ranks in the top 5 among states with the lowest rates of uninsured children under 19, 8.3 percent of the state's 3 million children lack health insurance. This Kids Count special report provides information on Pennsylvania's uninsured children. The report indicates that more than one-fourth are estimated to be eligible for the Children's Health Insurance Program (CHIP) but are not enrolled, almost one-half are eligible for Medical Assistance benefits but are not enrolled, and the remaining fourth are ineligible for coverage under any government program. In addition, the report charts families' estimated eligibility for CHIP by poverty status and age, provides comparison of the federal poverty income guidelines and program thresholds for health coverage, details the numbers of children receiving assistance through Medical Assistance and CHIP, examines the relationship between family income level and health insurance, and charts the percentage of children in Pennsylvania and the United States with employer-based health coverage. A table details the type of CHIP

*Parent Child Relationship; *Parent Role; Parent Teacher Cooperation; Parents; *Teacher Role; *Teacher Student Relationship; Teachers; Young Children

Although there are many ways in which the roles of parents and teachers overlap during the very early years, there are important distinctions in their roles that often become a source of stress, especially to teachers. Seven distinctions in these roles are described: (1) scope of functions; (2) intensity of feelings; (3) intensity of attachment; (4) rationality; (5) spontaneity; (6) partiality; and (7) scope of responsibility. The paper explores each of these distinctions: parenting can be described as diffuse and limitless, while teaching is specific and limited; parents have a high intensity of affect for their children, while teachers have a relatively low intensity of affect; parenting should involve optimal attachment to the child, whereas teaching should involve optimal detachment; parents should be optimally irrational and teachers optimally rational; parenting should include an optimal level of spontaneity, while teaching should involve an optimal intentionality; parents are biased in favor of their children and are responsible for the individual within the group, whereas teachers should be unbiased and responsible to the whole group. The implications of these distinctions in the two roles are presented, and examples of how these distinctions might be addressed are outlined. (Contains 30 references.) (EV)

ED 439 836   PS 028 458

Daniels, Ellen R.; Stafford, Kay
Creating Inclusive Classrooms. Step by Step: A Program for Children and Families.
PUB DATE- 99
NOTE- 248p.; Introduction by Pamela A. Coughlin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Childhood Needs; Classroom Design; Classroom Environment; Day Care; *Democracy; Developmentally Appropriate Practices; *Disabilities; Early Childhood Education; *Inclusive Schools; Individualized Education Programs; Mainstreaming; Observation; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Preschool Curriculum; Resource Materials; *Student Centered Curriculum; Student Evaluation; Teacher Student Relationship; *Teaching Methods; Thematic Approach; Young Children

The Step by Step program was begun in 1994 as an experiment linking sound early childhood educational (ECE) practice with concepts of democracy to create classrooms in which children practice choice and learn critical thinking skills, and in which parents actively participate in their child's education. This manual extends the concepts of democracy to inclusive classrooms and is intended to help educators design and implement inclusive programs in schools and child care centers. The manual's introduction outlines the program philosophy and its principles of developmentally appropriate practice, child-centered learning, family participation, and democratic practice. This manual follows the experiences of three young children with disabilities throughout the course of the school year and is divided into three parts. Part 1, "Creating Inclusive Classrooms," describes factors contributing to the development of inclusive ECE classrooms, focusing on the vital

Helm, Judy Harris; Gronlund, Gaye
Linking Standards and Engaged Learning in the Early Years.
PUB DATE- 00
NOTE- 20p.; In: ECRP, Volume 2, Number 1; see PS 028 521.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Classroom Observation Techniques; Developmentally Appropriate Practices; *Documentation; Early Childhood Education; *Educational Assessment; Evaluation Criteria; Evaluation Methods; Kindergarten; *National Standards; Primary Education; Science Education; *Student Evaluation; *Student Projects; Teaching Methods
IDENTIFIERS- National Science Education Standards; *Project Approach (Katz and Chard)

Early childhood educators are increasingly concerned about the trend toward national standards and national testing. This article addresses issues of assessment in the early years of schooling, prekindergarten through third grade--a period when active, engaged, hands-on learning is most appropriate. Documentation of a kindergarten project on a turtle is presented to show how a science content standard is attained and how evidence is gathered that demonstrates the attainment of those skills inherent in the standard. The article then presents a framework for helping teachers and administrators to think about standards and the documentation of attainment of standards in ways that are compatible with how young children learn. The documentation procedures are especially compatible with approaches to learning that encourage student initiation and interest, such as the Project Approach. Three drawings, 2 photographs, and 4 figures present works of the children's projects. (Contains 13 references.) (Author/LPP)

ED 439 856 PS 028 528

McAninch, Amy C.
Continuity and Purpose in the Design of Meaningful Project Work.
PUB DATE- 00
NOTE- 10p.; In: ECRP, Volume 2, Number 1; see PS 028 521.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Design; Educational Philosophy; *Experiential Learning; Learning Theories; Primary Education; Progressive Education; *Student Projects; Teaching Methods; *Thematic Approach
IDENTIFIERS- *Dewey (John); *Project Approach (Katz and Chard)

This paper discusses two pitfalls in designing project work. The first is a tendency to design projects with little emphasis on how the subject matter might connect to future studies. The second involves processes and goals of project work: all too often the processes proposed for project work serve goals that are nonexistent, weak, or unrelated to one another; or if strong goals exist, they are served by mundane processes. Because the philosophical foundations of project work reside in progressive education, and in particular in the work of Dewey, this paper focuses on the insights his conception of curriculum has for these pitfalls. In the first section of the paper, Dewey's principle of continuity is examined in relation to the first pitfall and the treatment of subject matter in project

*Rural Education; *Rural Schools; Small Schools; *Special Education

Devising appropriate service delivery for gifted individuals is never an easy task and is especially challenging in rural areas. Characteristics of rural schools may be both barriers and benefits to gifted education. Limited numbers may mean that programming options for gifted students are unfeasible, but small schools and classes make individuation for any student easier, teachers know their students well, and cross-age grouping may be an option. Limited resources may be a problem, but rural people often have learned to make creative use of what they have. Adherence to tradition may hinder recognition of the need for a differentiated curriculum, but shared values and a sense of community can create the safe environment that gifted learners need to blossom. Systematic planning is needed to develop a coherent set of services. Drawing on currently available provisions for gifted learners and on a needs assessment, the planning committee should design the basic components of the gifted program to be compatible with school and community needs. Components include: a definition that encompasses identified needs; a mission statement; identification process; objectives; framework drawn from one or more program models; and methods for service delivery. Grouping options are discussed, as well as the choice among enrichment options, acceleration options, and ability grouping. Other plan components include the scope and sequence of the gifted curriculum, program evaluation, and building community support. (Contains 16 references.) (SV)

ED 439 875 RC 022 347

Bowen, Sandy
Hispanic Deaf Students in Rural Education Settings: Complex Issues.
PUB DATE- 00
NOTE- 6p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; *Deafness; *Educational Diagnosis; Elementary Secondary Education; *Family School Relationship; *Hispanic American Students; *Language Dominance; Language Usage; Minority Group Children; Rural Education; *Special Education; Student Placement

This paper reviews issues surrounding Hispanic students who are deaf or hard of hearing. Research indicates that Hispanic deaf and hard of hearing students generally have lower academic success than their deaf or hearing peers. In addition, they are more likely to drop out of school or be tracked into vocational programs and less likely to attend college. The most prominent characteristic of Hispanic deaf students is language option and choice. Language options include spoken English or Spanish, various sign languages, or an invented system of home signs. Cultural considerations are also important. Hispanics are family-oriented, mothers and fathers often follow traditional roles, and strong religious beliefs may influence family attitudes toward disabilities. Evaluation teams must collect sufficient data on the student's language use at home to ensure learning in school. The evaluation team should include family school-based, school-home, and community-based partnerships. Each of the course elements is briefly described: textbook; 10 one-hour stand-alone videos; group breakout activities; support materials; and CD tutorials for each module. Evaluation of PREP revealed that certain media are better suited for some instructional activities than others. While students were expected to enjoy the CDs and videos, surprisingly they liked the breakout activities even more. It appears that stand-alone videos with support materials and breakout activities is a viable approach for technology-enhanced distance education. Likewise, the CDs were effective instructional tools, especially when the students worked in pairs. Significant cognitive growth occurred in all settings and with all types of students. (SV)

ED 439 892   RC 022 364

Gold, Veronica
What Rural Entrepreneurs Tell Us about Entrepreneurial Training Needs.
PUB DATE- 00
NOTE- 6p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment Potential; *Entrepreneurship; High Schools; *Job Skills; *Job Training; *Mild Disabilities; Rural Areas; *Rural Education; Small Businesses; Special Education; *Transitional Programs
IDENTIFIERS- Ohio (Northwest)

Research indicates that adolescents with disabilities need high-quality transitional programs to make the transition to work and independent living, and that barriers inherent in rural areas and schools make service delivery for transition extremely difficult. Current employment patterns suggest that small rural businesses and rural entrepreneurs could provide important and appropriate training sites for rural students with mild disabilities. To explore this possibility, 50 small business owners in rural northwest Ohio were interviewed about the factors that led them to start their business; resources required to start the business; math, reading, and social skills important in the business; and the role that entrepreneurs should assume in training students to operate a small business. Results suggest that: (1) the academic skills required for job performance fall within the range of abilities of students with mild disabilities; (2) the training sites offered by rural small business owners reduce rural geographic barriers; (3) start-up costs of the small businesses were minimal; (4) selection of small businesses as training sites is more cost effective for the school system than in-school training; (5) small businesses add economic and social value to rural communities; and (6) small business ownership is a growing trend with potential to enhance the economic, personal, and social fulfillment of adolescents with mild disabilities as they transition to adult life. (Contains 12 references.) (SV)

ED 439 893   RC 022 365

Whitworth, Jerry
Preparing, Recruiting, and Retaining Special Education Personnel

whether a qualified and skilled work force will be available to meet the demanding future. Such a work force is necessary for the transportation profession to continue to sustain mobility and economic strength across the nation. The purpose of this research was to capitalize on the transportation and educational expertise of the Texas Transportation Institute (TTI) and its staff while utilizing the network of Research Implementation Offices throughout Texas. The objective was to develop and assess a pilot education and outreach program structured to introduce transportation as a necessary component of society and a viable career choice for young people. This report discusses the development of program materials, the process of implementation, and assessment of the educational program. Recommendations for future work are also presented. Two curriculum modules, "The History of Transportation" and "The Human and Transportation," are included as appendices, as are a directory of transit system contacts nationwide, and information in an educational outreach folder which accompanies a CD-ROM. (Author/WRM)

ED 439 913 SE 063 320

All about Amphibians. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 321-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animals; Audiovisual Aids; Biological Sciences; Elementary Education; Environmental Education; Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Amphibians

This videotape teaches children about their favorite amphibious creatures, as well as amphibians' nearest cousins--toads, newts, and salamanders. Young students discover how these amazing creatures can live both in and out of water, learn about the amphibious life cycle, and compare the differences between amphibians and reptiles. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. The videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 914 SE 063 321

All about Animal Adaptations. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Animals; Audiovisual Aids; Biological Sciences; Elementary Education; Environmental Education; *Evolution; Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology

Animals change to better adapt to their environment. Over long periods of time, nature helps the animals adapt by changing their body shape and color as well as adjusting their methods of getting and eating food, defending themselves, and caring for their young. In this videotape, students learn what changes for reform. These action forces are (1) the Mathematics and Science Resource Teachers (MSRT); (2) MUSI's professional development program; and (3) the COSMIC Center. These action forces act upon six bases, or elements, which form the foundation for change. They consist of standards-based curriculum, teaching/learning and technology, assessment, leadership, equity, and school-based support. This report contains a discussion of the findings of MUSI's ongoing internal evaluation according to each of these forces, beginning with the perspective that drives MUSI, the community of learners. Appendices contain MUSI evaluation report, rubic for classroom observations, and "Tips of the Trade" for the MSRTS. (Contains 20 references.) (ASK)

ED 439 941 SE 063 382

Huinker, DeAnn; Coan, Cheryl
Second Year Site Visits to Milwaukee Urban Systemic Initiative Schools. Report for the Milwaukee Public Schools.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 47p.; For another report from the Center for Mathematics, see SE 063 381-384.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Educational Change; Elementary Secondary Education; *Mathematics Achievement; Mathematics Teachers; Principals; Questionnaires; *Science Achievement; Science Instruction; Science Teachers; Student Attitudes; Teacher Attitudes; Teaching Methods; Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI; Systemic Educational Reform

The Urban Systemic Initiatives (USI) program is an effort sponsored by the National Science Foundation (NSF) that targets large urban school systems with the goal of sustainable implementation of high-quality, standards-based teaching for the purpose of attaining system-wide increases in students' learning of challenging mathematics and science. The Milwaukee Public Schools joined USI in 1996 with Milwaukee Urban Systemic Initiative (MUSI). The purpose of this report is to contribute data to the formative evaluation of MUSI. It reports the results of site visits to the First and Second Wave MUSI schools in Spring, 1998. Data were collected from a purposeful sample of MUSI schools. The criteria for selecting First Wave Schools included being a site visit school during the previous year and having the same mathematics and science resource teacher (MSRT) for both years. Second Wave Schools were selected that had the same MSRT for the entire year. No two schools with the same MSRT were selected. A balance of first and second wave schools was distributed across the geographic regions of the district. These site visits were conducted towards the end of the first year of implementation. Conversations with students, teachers, and principals and classroom observations are reported. Observations of classroom practice, equity, and classroom communities between students and teachers were highlighted.(Appendices contain the student and teacher group interview protocol along with the principal interview protocol and rubric classroom observations.) (ASK)

ED 439 942 SE 063 383

Huinker, DeAnn; Coan, Cheryl; Mueller, Leah

Secondary Education; *Endangered Species; *Forestry; *Habitats; *Science Activities; Wildlife
IDENTIFIERS- Texas

This packet provides information on the balance between the endangered red-cockaded woodpecker and modern forestry in Texas. A set of classroom activities about the Red-cockaded Woodpecker and its habitat for grades 3-6, and a booklet, a pamphlet, and a poster are featured. Sections of the booklet include: (1) "The Red-cockaded Woodpecker"; (2) "Historic Range of the Red-cockaded Woodpecker in Texas"; (3) "Present Range of the Red-cockaded Woodpecker in Texas (1998)"; (4) "Why is It Vulnerable and Why is It Endangered?"; (5) "How Can We Bring Them Back?"; (6) "What is The Landowner Incentive Program?"; and (7) "Partners in Flight." Activity sections include: (1) "Prescribed Burning for the Red-cockaded Woodpecker"; (2) "Red-Cockaded Woodpecker Habitat Lap Sit"; (3) "What Would You Do?"; (4) "Wordfind"; and (5) "Red-Cockaded Woodpecker Math Activity." (CCM)

ED 439 962 SE 063 485

Skehan, James W.; Nelson, Craig E.
The Creation Controversy & the Science Classroom.
PUB DATE- 00
NOTE- 67p.; An earlier edition of "Modern Science and the Book of Genesis," by James W. Skehan, S.J., was published under the same title in 1986 by NSTA.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creationism; Elementary Secondary Education; *Evolution; Higher Education; *Resource Materials; Science Education; Science Teachers; Teaching Methods

By providing religious grounding in favor of modern science and creating effective strategies for dealing with common creationism arguments, this book is a must-read for administrators and teachers alike. This important resource provides readers with an understanding of the nature of science and the relationship between science and religion. This book features a list of recommended readings as well as two articles, "Effective Strategies for Teaching Controversial Topics" by Dr. Craig E. Nelson and a revision of an earlier work, "Modern Science and the Book of Genesis" by Dr. James W. Skehan. Sections include: (1) "Modern Science and the Book of Genesis"; (2) "Effective Strategies for Teaching Evolution and Other Controversial Topics"; and (3) "A National Science Teacher Associates" Position Statement: The Teaching of Evolution" which includes NSTA recommendations, background information, scientific theories, and legal issues. (Contains 12 references and a list of 16 recommended reading resources.) (CCM)

ED 439 963 SE 063 487

Benz, Richard
Ecology and Evolution: Islands of Change.
PUB DATE- 00
NOTE- 215p.; "Many of the ideas in this volume appeared in an earlier version in 'The Galapagos: JASON Curriculum,' 1991 by the National Science Teachers Association."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Relationship; Social Networks
IDENTIFIERS- *Arizona

This symposium focused on art education management and the continuing efforts to build communication networks with professional colleagues in educational leadership positions throughout Arizona. The booklet provides the addresses of the keynote speaker and other invited guests. Opening remarks are made by: Chris Bavasi, Mayor of Flagstaff, AZ; Tony Gabaldon, Arizona State Senator; and Edward Groenhout, Dean of Fine Arts, Northern Arizona University. Charles Fowler of National Cultural Resources, Inc., questioned "Can We Rescue the Arts for America's Children?" Tom Murphy presented a session about "Management Planning in Visual Art." Individual and panel reactions to the presentations also are included, along with welcoming and concluding remarks by invited guests. (EH)

ED 439 984   SO 028 930

Brouch, Ginny, Ed.
Transcribings from the Annual Building Relationships: A Symposium in Art Education Management (3rd, Flagstaff, Arizona, June 27-30, 1990).
SPONS. AGENCY- Northern Arizona Univ., Flagstaff.; Arizona Art Education Association, Inc., Phoenix.
PUB DATE- 91
NOTE- 67p.; For the second symposium, see SO 028 929.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art; *Art Education; Cooperation; Discipline Based Art Education; *Educational Administration; Elementary Secondary Education; Information Networks; *School Community Relationship; Social Networks
IDENTIFIERS- *Arizona

This symposium focused on art education management and continuing efforts to strengthen communications with professional colleagues in educational leadership positions throughout Arizona. The booklet provides the addresses of the keynote speaker and other invited guests. Welcoming remarks were made by Edward Groenhout, Dean of Fine Arts at Northern Arizona University. Charles S. Farnsworth of Montgomery School District in West Lafayette, IN, spoke of "Changing Paradigms" and "Building Relationships Can Be Habit Forming." Jose Colchado, Associate Dean of Fine Arts at Northern Arizona University offered a short discussion. David Avalos, an artist, presented a session on "Majority/Minority Group Relations." Mary Jordan and Linda Sleight reported on "Building Relationships/Strategic Planning." MacArthur Goodwin of the South Carolina Department of Education described "Building Relationships between Agencies, Institutions and Organizations." Other presentations were "Practical Public Relations for Classroom Teachers" (Gary Leatherman) and "Building Relationships: You and Your School Board" (Jean Donaldson). Closing remarks were provided by David B. Silva, Superintendent of Schools in Apache County, Arizona. (EH)

ED 439 985   SO 028 976

Petovello, Laura R.; Quenk, Rachel
The Spirit That Moves Us: A Literature-Based Resource Guide. Teaching about Diversity, Prejudice, the Holocaust, and Human Rights. Volume 1: Grades K-4. Revised and The Spirit That Moves Us: A Literature-Based Resource Guide. Teaching about the Holocaust and Human Rights. Volume 2: Grades 5-8.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110)
DESCRIPTORS- *Consumer Economics; Economic Research; *Economics Education; Elementary Secondary Education; Higher Education; National Norms; Public Schools; Social Science Research; Social Studies; Statistical Data; Tables (Data)
IDENTIFIERS- *Consumption; Gross Domestic Product; Gross National Product; *Wealth

This easy-to-use statistical handbook features the most up-to-date and comprehensive data related to U.S. wealth and consumer spending patterns. More than 300 statistical tables and charts are organized into 8 detailed sections. Intended for students, teachers, and general users, the handbook contains these sections: (1) "General Economic Data" (basic economic information about the United States including Domestic and Gross National Products, tangible wealth, foreign direct investments, and Gross State Product); (2) "Personal, Family, and Household Income and Wealth" (focused analyses of personal wealth including household income, savings accounts, Individual Retirement Accounts (IRAs), and 401(k) plans); (3) "Business and Corporate Wealth" (detailed information about the creation and utilization of wealth in the corporate arena); (4) "Overview of Consumption" (a general overview and analysis of household consumption); (5) "Consumption--Material Goods" (detailed analyses of consumption of food, beverages, housing, energy, apparel, household appliances, software, cleaning products); (6) "Consumption--Services" (services information regarding consumption of personal and business services, education (public education, higher education, teaching resources), Internet access, health care, and insurance); (7) "Consumption--Travel, Leisure, and Other Non-Essentials" (data regarding business trips and vacations, media usage and consumer spending, books and newspapers, recreation services, sports, pets, and philanthropic contributions); and (8) "The Role of Government" (an in-depth analysis of the federal and state governments' effects on generation of wealth and on consumption in the United States). Information on the Role of Government and an appendix with tables of international data are also included. (BT)

ED 440 006 SO 031 386

English, Leona M.
Mentoring in Religious Education.
PUB DATE- 98
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Christianity; Continuing Education; *Mentors; Professional Development; Program Development; Program Evaluation; *Religious Education

This book considers every phase of the mentoring process, offering basic principles and concrete practices to establish and nourish an effective mentoring program for religious educators. The book contains a comprehensive overview of the mentoring literature from adult, religious, and general education. It explains the historical background for mentoring, provides examples of how mentoring has been implemented in formal and informal settings, and describes mentoring as a (find out more about world heritage); (6) "National Commissions for UNESCO in Asia and the Pacific"; (7) "List of Participants"; and (8) "How To...(Join the Asia-Pacific Network)." (BT)

ED 440 027 SO 031 660

Educational Innovation for Sustainable Development. Report of the Third UNESCO-ACEID International Conference (Bangkok, Thailand, December 1-4, 1997).
PUB DATE- 98
NOTE- 359p.; Conference was organized by the Asia-Pacific Centre of Educational Innovation for Development (ACEID), the Asia-Pacific Programme of Educational Innovation for Development (APPEAL), and the National Education Commission of Thailand.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Developing Nations; Economic Development; *Educational Innovation; *Educational Planning; *Equal Education; Foreign Countries; Social Development; *Sustainable Development
IDENTIFIERS- *Asia Pacific Region; UNESCO

This report illustrates how the Third UNESCO-ACEID (Asian Centre of Educational Innovation for Development) International Conference provided ideas and case studies on key aspects of educational innovation for sustainable development. At the conference there were over 20 paper presentations from invited regional and international experts, almost 160 concurrent paper presentations from conference participants, three symposia, and an education fair with opportunities to visit UNESCO and other displays. The deliberations and documents from the conference, namely the speeches presented during the official opening, keynote addresses, and the 20 papers presented during the plenary panel sessions are listed. The reports's chapters are, as follows: (1) "Opening Addresses"; (2) "Keynote Address: Federico Mayor"; (3) "Thematic Resource Papers on Key Issues and Concerns"; (4) "Case Studies in Action"; (5) "Thematic Resource Papers on Education for All"; (6) "Case Studies in Action"; (7) "Keynote Address: Professor Phillip Hughes"; (8) "Paper Abstracts"; (9) "Programme of Activities"; and (10) "List of Participants." (BT)

ED 440 028 SO 031 661

Learning to Live Together in Peace and Harmony: Values Education for Peace, Human Rights, Democracy, and Sustainable Development for the Asia-Pacific Region. A UNESCO-APNIEVE Sourcebook for Teacher Education and Tertiary Level Education.
PUB DATE- 98
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Liberties; *Democracy; Foreign Countries; International Education; *Peace; Secondary Education; Social Studies; *Sustainable Development; Teacher Education; *Values Education
IDENTIFIERS- Asia Pacific Region; *Peace Education

This sourcebook is the outgrowth of a July, 1996 meeting held in Malacca, Malaysia, where the Asia Pacific Network for (traces the links between the classic wind band of John Philip Sousa, Scott Joplin's ragtime, the birth of jazz in turn-of-the-century New Orleans, and the towering achievements of Louis Armstrong, giving a new appreciation for the vitality and substance of U.S. music at its best; and (4) "Tackling the Monster: PRACTICE" (offers guidelines for learning music that can be applied by young people to endeavors in every walk of life). (EH)

ED 440 048 SO 031 778

Nemerov, Alex
The West As America: A Guide for Teachers.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian History; *American Indian Studies; Art; Critical Thinking; Grade 10; Grade 11; Grade 12; High Schools; Instructional Materials; *Interdisciplinary Approach; Social Studies; *United States History
IDENTIFIERS- *United States (West)

This teacher's packet accompanies the Smithsonian exhibition "The West as America: Reinterpreting Images of the Frontier, 1820-1920." The lessons are intended for grades 10-12 but can be adapted for both elementary and middle school students studying expansion of the U.S. frontier. The five lessons in the packet include: (1) "Heroes and Exploration"; (2) "Native Americans and Stereotypes"; (3) "Mining for Gold"; (4) "The Western Environment"; and (5) "How History Is Made: The View from the Artist's Studio." Each lesson is divided into five distinct steps calling on students to observe art from the period and examining the ways of presentation of the subject. The focus is on observational skills, interpretation, and analysis of meanings. Students undertake various projects designed to improve their interpretative skills. Teaching hints are provided, along with suggested works of art to use in the classroom. (EH)

ED 440 049 SP 038 876

Kordalewski, John
Incorporating Student Voice into Teaching Practice. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Influences; Culturally Relevant Education; Diversity (Student); Elementary Secondary Education; Ethnicity; Higher Education; Multicultural Education; Process Approach (Writing); Student Centered Curriculum; *Student Empowerment; *Student Participation
IDENTIFIERS- ERIC Digests; *Voice (Rhetoric)

In some classrooms, student voices are barely heard while teachers monopolize classroom talk, and knowledge is treated as residing entirely with the teacher. This Digest explores different ways in which student voices can be heard in the

Teaching"; (10) "Cooperative Learning"; (11) "Goal-Oriented Assessment"; and (12) "Achievement Expectations." (Contains 31 references.) (SM)

ED 440 067 SP 039 107

Wilkerson, Judy R.
Standards-Based Accountability as a Tool for Making a Difference in Student Learning. A State and an Institutional Perspective on Standards-Based Accountability.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accountability; Educational Change; Elementary Secondary Education; Evaluation Methods; Knowledge Base for Teaching; *Performance Based Assessment; Preservice Teacher Education; *State Standards; *Student Teacher Evaluation; *Teacher Competencies
IDENTIFIERS- *Florida; Subject Content Knowledge

This paper examines Florida's standards-driven performance assessment, emphasizing teacher preparation, and touching on K-12 accountability. Florida's educational reform and accountability efforts are driven by the Florida System of School Improvement and Accountability document. The system is derived from state goals similar to the national Goals 2000. The system served as the foundation for the development of three sets of standards (for K-12 students, for teacher practice, and for teacher subject matter content). Accountability for teacher preparation programs is enforced through the Teacher Education Continued Program Approval Standards. The standards emphasize accomplished practice, teacher competencies, teaching skills, and increased diversity. Florida's system of accountability for performance in teacher preparation units includes both statewide and locally developed performance measures. Florida has a comprehensive system related to accountability for teacher performance, but the system is in varying stages of development. There are several challenges to this type of change, including: accepting the paradigm shift to performance; assessing what is currently in existence; sorting and selecting; modifying internship evaluations; developing bigger and better assessments; and the management system for decision-making. Florida is currently faced with two critical issues: the management system for decision-making and assessment of competence in the content area. (SM)

ED 440 068 SP 039 108

Snell, Jean L.
The Liminal Tension of Performance Evaluation for Preservice Teacher Educators: A Mechanism for Accountability or a Tool for Growth?
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

and time commitment). The guide explains how to develop effective programs, discussing program design, staffing considerations, participant recruitment, and follow-up support for graduates. It also discusses how to build support for a program, highlighting collaboration and funding. It concludes with an in-depth look at successful programs, a checklist for program development, and a list of resources. (SM)

ED 440 086   SP 039 130

Hopper, T. F.
Student Teachers' Transcending the Limits of Their Past: Repertory Grid Framing Narratives for Learning To Teach.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Elementary Secondary Education; Higher Education; Personal Narratives; *Physical Education Teachers; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teachers
IDENTIFIERS- Relational Concepts; *Repertory Grid Technique; Teacher Knowledge

This paper explains the use in teacher preparation of a psychoanalytical tool called the repertory grid, examining how the grid has been successfully integrated into physical education teacher preparation courses. Within the process reported here, student teachers engaged in semi-autobiographical reflection on the roots of their personal beliefs and knowledge about teaching physical education. Findings from studies using this approach suggest a postmodern perspective on knowing teaching based on individuals' relational quality to a context. This relational quality allows student teachers to acknowledge an evolving, changing perspective on the complexity of teaching. Such an acknowledgement enables them to transcend the limits of their biographies of being taught as they develop competence and resourcefulness within their communities of teaching. This paper demonstrates the process of developing and re-rating a repertory grid. Data from one student teacher's conversation on interpreting the grid are offered to show how the grid enables student teachers to frame and re-frame their relational quality to their practice in schools. A general review is given of emerging findings from 70 student teachers who have used the repertory grid process. (Contains 24 references.) (SM)

ED 440 087   SP 039 134

Newman, Carol; Thomas, Kay
Alternative Teacher Certification.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; *Alternative Teacher Certification; Bilingual Teachers; Educational Quality; Elementary Secondary Education; Higher Education; Nontraditional Education; Nontraditional Students; *Preservice Teacher Education; Special Education Teachers; Teacher

DESCRIPTORS- *Classroom Techniques; English (Second Language); Foreign Countries; Language Teachers; Secondary Education; Secondary School Students; Secondary School Teachers; Student Attitudes; *Student Behavior; *Teacher Behavior; *Teacher Responsibility; Teacher Student Relationship; Time Management
IDENTIFIERS- *Student Expectations; Turkey

This study examined how Turkish students in an English preparatory school expected their teachers to manage their classes. A sample of 161 students who were studying at the English Preparatory School at Erciyes University were administered the Questionnaire of Preferred Teacher's Classroom Management Behaviors. The questionnaire included 32 items in 3 dimensions: emotional, instructional, and managerial. Results provided a set of classroom management behaviors that students expected from teachers in English learning classes. Students wanted teachers to be willing to teach and display enthusiasm while teaching. They expected teachers to assign tasks that were neither too easy nor too difficult. Students believed that teachers should be aware of students' individual needs and do their best to motivate and encourage them. Students expected teachers to be patient, understanding, and friendly toward them and avoid having favorites. Students wanted teachers to clearly describe objectives, thus decreasing ambiguity. They also expected teachers to be open to, and provide time for, questions and to offer necessary feedback. Students wanted teachers to manage time, student behaviors, and environment effectively. They expected teachers to be considerate about time management. They also expected teachers to never laugh at students for any reason. (Contains 21 references.) (SM)

ED 440 107   TM 030 630

Froese-Germain, Bernie
Standardized Testing: Undermining Equity in Education. Report Prepared for the National Issues in Education Initiative = Les Tests Standardises: Atteinte a L'Equite en Education. Rapport Prepare dans le Cadre de la Campagne des Dossiers Nationaux en Education.
PUB DATE- 99
NOTE- 153p.
LANGUAGE- English; French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; *Achievement Tests; Curriculum; Educational Assessment; Elementary Secondary Education; *Equal Education; Foreign Countries; Performance Based Assessment; *Standardized Tests; Test Bias; *Test Use
IDENTIFIERS- Canada

Changes in assessment policy have resulted in a proliferation of testing in Canadian schools. Advocates claim that more testing will result in greater accountability, but this book states that there is little evidence to support standardized testing from a pedagogical perspective. It examines the effects of standardized testing on educational equity, emphasizing the impact of testing bias and the misuse of test results. It also discusses performance-based assessment and the politics of testing. Some general observations on the assessment of student learning are presented, and some principles to guide decision making in the areas of assessment, evaluation, and curriculum are suggested. The chapters are: (1) "Introduction"; (2) "Problems with Standardized Testing--An Overview"; (3) "Testing and Inequity in Education"; (4) "A Few Words about Authentic

Followup Studies; *High School Graduates; High Schools; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Questionnaires; *Special Education; Tables (Data); *Transitional Programs
IDENTIFIERS- *Texas

This interim report summarizes the first-year findings and activities for the Adult Outcome Component of the Texas Effectiveness Study, implemented during the 1996-97 school year. The Adult Outcome component is one of three components of the Texas Effectiveness Study that will provide information about the outcomes of special education in Texas. The study gives a description of special education students who make the transition from school to adult life. The description begins with student records from the last year of high school, followed by information gathered from these students and their families about the transition to adult life. The adult outcome sample included 918 students from 41 school districts, from whom 842 record review survey instruments were returned. Follow-up information is to be obtained for these students through questionnaires. This information will be joined with that from the other two components of the Texas Effectiveness Study, the in-school component and the case study component, to give a more complete picture of special education outcomes in Texas. Appendixes contain the project timeline, summary statistics, the data collection instrument, and descriptions of community types. (Contains 37 tables.) (SLD)

ED 440 130 TM 030 742

Petry, John R., Ed.; McCree, Herbert L., Ed.
Proceedings of the Annual Meeting of the Mid-South Educational Research Association (25th, Tuscaloosa, Alabama, November 6-8, 1996).
PUB DATE- 96
NOTE- 162p.; For the proceedings of the 24th Annual Meeting, see ED 394 998. Produced with the assistance of Lorraine Allen, Elizabeth Welch, Michael Gravet, and Coy B. McKinzie.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Conferences; Educational Assessment; Educational Innovation; *Educational Research; Elementary Secondary Education; Higher Education; Research Methodology; *Research Utilization; Test Use
IDENTIFIERS- *Mid South Educational Research Association; United States (South Central)

This volume contains abstracts of the more than 250 discussion papers, symposia, displays, and training sessions presented at the Mid-South Educational Research Association (MSERA) 1996 annual meeting. Papers deal with elementary, secondary, and higher education, and cover a broad spectrum of educational issues. Although many papers focus on the mid-South, others deal with other parts of the United States. Attachments include the MSERA constitution, bylaws, and a list of MSERA past presidents and award winners. (SLD)

ED 440 131 TM 030 743

Petry, John R., Ed.; Allen, Lorraine, Ed.; Brignole, Mary, Ed.
Proceedings of the Annual Meeting of the Mid-South Educational Research Association (28th, Point Clear, Alabama, November 17-19, 1999).
PUB DATE- 99
NOTE- 191p.

State Programs; *State Standards; Surveys; *Teachers; *Teaching Methods; Test Use; *Testing Programs
IDENTIFIERS- *Kentucky; Kentucky Instructional Results Information System

Kentucky has been implementing test-based accountability for almost a decade, making it a good site for studying the effects of the milepost testing model. In 1996, a study was undertaken of the impact of standards-based assessment on classroom practices in Kentucky. Kentucky teachers (n=365) were surveyed about their classroom practices and other school practices during the 1996-1997 and 1997-1998 school years. Case studies of a small group of exemplary teachers were also conducted. The 1997-1998 survey involved writing and mathematics teachers, both subjects that were assessed using portfolios. The study confirms some of the positive effects of test-based accountability that have been reported previously, but it also reveals previously unexamined negative consequences arising from high-stakes tests. On the positive side, teachers reacted to the Kentucky Instructional Results Information System by changing their behaviors in ways that were consistent with the specific targets of the system. On the negative side, teachers focused on the most proximal aspects of the system (tests) rather than the more distant goals. The testing and accountability system may be leading teachers to a near-sightedness with several consequences. One is large swings in exposure to specific subjects from year to year. The focus on testing and on milepost grade levels may deflect attention from the cumulative nature of education. (Contains 15 tables and 22 references.) (SLD)

ED 440 150 TM 030 762

McDonnell, Lorraine M.; Weatherford, M. Stephen
State Standards-Setting and Public Deliberation: The Case of California. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Administrators; Democracy; *Educational Policy; Elementary Secondary Education; Political Influences; State Programs; *State Standards
IDENTIFIERS- *California; *Standard Setting

This paper focuses on the formulation and adoption of content standards in California. The standards-setting process is examined through the theoretical lens of deliberative democracy in order to develop a better understanding of the process and to assess the extent to which the institutions charged with deciding what students should learn can act as deliberative bodies. The analysis is based on 15 elite interviews, written input submitted to the state Standards Commission (more than 1,370 items), and articles on its work in the state's newspapers. In many ways, the Standards Commission fulfilled its potential as a deliberative body. It provided multiple opportunities for public input, and while most of it came from professional educators, access to the Commission was open and relatively cost-free. Despite their philosophical differences, most of the commissioners subscribed to deliberative norms and worked to provide a consensus document. However, the larger political process in which standards policy was being shaped inevitably impinged on, and sometimes undermined, the overall have been: (1) leadership; (2) agency and community support; (3) maximizing existing resources and systems; (4) marketing; (5) training and technical assistance; and (6) a degree of early success. Some of the obstacles these pilot sites faced were in the areas of data collection, "turf" issues, scheduling and time demands, and community participation. (Contains 11 references.) (SLD)

ED 440 172 UD 033 462

Cornell, Dewey G.; Loper, Ann Booker; Atkinson, Anne J.; Sheras, Peter L.
Youth Violence Prevention in Virginia: A Needs Assessment.
SPONS. AGENCY- Virginia State Dept. of Health, Richmond. Center for Injury and Violence Prevention.
PUB DATE- 99
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Community Programs; Delinquency; *Juvenile Justice; *Needs Assessment; *Prevention; *Violence
IDENTIFIERS- *Virginia

This report provides an overview of youth violence in Virginia and a look at what some communities are doing about it. Although there is no way to measure all acts of youth violence in Virginia, the extent of the problem can be described through juvenile arrest statistics and school discipline reports. In 1997, Virginia law enforcement officials made more than 15,000 arrests of juveniles for serious violent and property offenses, and over 58,000 arrests for all juvenile offenses. The Virginia juvenile arrest rate for violent offenders is, however, well below the rate in most other states. Children from impoverished backgrounds were most likely to be involved in juvenile violence. A needs assessment survey was administered at nine youth gang prevention seminars held across Virginia. Responses of nearly 1,000 seminar participants were considered, along with the results of a study by a task force convened by the Virginia Attorney General to form recommendations to combat youth violence in the state. Findings show an array of strategies, programs, and projects concerned with juvenile delinquency and violence throughout Virginia and an equal complexity of needs. Recommendations for systemic improvements, based on the needs assessment studies, center on coordination and the exchange of information. Five appendixes contain information about funding, initiatives in other states, lists of references and resources, and a discussion of the prevention of gun violence at school. (Contains 18 graphs and 167 references.) (SLD)

ED 440 173 UD 033 467

Stronge, James H., Ed.; Reed-Victor, Evelyn, Ed.
Educating Homeless Students: Promising Practices.
PUB DATE- 00
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Practices; Elementary Secondary Education; *Homeless People; Teaching Methods; *Urban Youth

This book is for educators who serve homeless students or students temporarily sharing houses with other families. It

DESCRIPTORS- *Charter Schools; *Educational Vouchers; Elementary Secondary Education; Free Choice Transfer Programs; Minority Groups; Nontraditional Education; Private School Aid; Racial Discrimination; *School Choice; School Restructuring; State Legislation; *State Programs; Tax Credits; Tuition; *Urban Schools

During 1999, the school choice movement succeeded in winning the enactment of an education tax credit program in Illinois and two new charter school laws, in addition to the sweeping (although subsequently overturned) school choice plan in Florida. Pennsylvania, New Mexico, and Texas also attempted to enact school choice legislation. In addition, a survey found that 1.25 million low-income parents would take advantage of scholarships to attend a better private or religious school if given a choice. None of the lawsuits against school choice was upheld by the U.S. Supreme Court, although many are pending. Public opinion shows continued interest in school choice, especially at the grass-roots level among African Americans, but the development that could significantly affect the future of the movement is the presidential election. Research has shown that school choice works, but many challenges lie ahead for the supporters of school choice. Two charts show governor support of school vouchers and school choice and charter school programs at a glance. (SLD)

ED 440 194 UD 033 489

Howard, Gary R.
We Can't Teach What We Don't Know: White Teachers, Multiracial Schools. Multicultural Education Series.
PUB DATE- 99
NOTE- 160p.; Foreword by Sonia Nieto.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; *Diversity (Student); Elementary Secondary Education; *Multicultural Education; *Racial Identification; *Teachers; *Teaching Methods; Urban Schools; Whites

This book explores what it means to be a culturally competent white teacher in racially diverse schools. Twenty-five years of a multi- cultural educator's experience is presented to show the changes and growth that must take place. Also presented is the educator's understanding of his own identity that allows him to reach out to diverse students. Following an introduction, the chapters are: (1) "White Man Dancing: A Story of Personal Transformation"; (2) "White Dominance and the Weight of the West"; (3) "Decoding the Dominance Paradigm"; (4) "White Educators and the River of Change"; (5) "Mapping the Journey of White Identity Development"; (6) "Ways of Being White: A Practitioner's Approach to Multicultural Growth"; and (7) "Our Unfinished Work: White Educators and 'La Tierra Transformativa'." (Contains 158 references.) (SLD)

ED 440 195 UD 033 490

Kim, Kwang Chung, Ed.
Koreans in the Hood: Conflict with African Americans.
PUB DATE- 99
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

in the new millennium: relevance in the global economy; new competition and the move toward privatization; distance education; competency-based programs; blurred mission boundaries; and new funding challenges. National, state, and local community college organizations should undertake efforts to identify, train, and mentor prospective leaders for community colleges in the coming millennium. (VWC)

ED 439 742 JC 000 249

Davis, Gary
Issues in Community College Governance. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 7.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Role; *College Administration; College Governing Councils; *College Planning; *Community Colleges; Educational Change; Educational Needs; Educational Policy; *Governance; Participative Decision Making; *Policy Formation; Two Year Colleges

This document discusses community college governance. Because the challenges to governance are many, a solution to one problem could aggravate another and create new (and sometimes greater) difficulties for the college and those it serves. It would be better to have a full grasp of the problems before considering how they might all be solved. Advocates should strengthen community colleges by recognizing the increasing frequency of criticisms of governance and by advocating workable solutions. College governance fails when it does not ensure that the board focus on its primary responsibilities: protecting the college so it can serve the public interest; setting a clear and appropriate mission; checking college performance; and ensuring adequate support for the institution. Critics identify the following current problems in college governance: confusion over who is in charge; insufficient trustee education; boards that are out of touch; controlled boards; a conflict of interest; failure to assess the college's performance; lack of commitment by some; ethical failures; and failures in governance design. Suggested ways to improve governance of "the people's colleges" are: clarify responsibility; restructure boards if necessary; serve the public interest; encourage partnerships; require orientation for trustees; interact with students and employers; consult with other officials; establish and method of recall; and report on performance. (VWC)

ED 439 743 JC 000 250

Carnevale, Anthony P.
Community Colleges and Career Qualifications. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 11.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

collaboration were found, where capacity-building strategies and program-creation strategies were combined on a large scale. The two examples were 2 2 programs with well-defined career majors at high school connected to community college technical degree programs. Although the collaborative efforts identified did little to change the nature of preparation within either secondary schools or community colleges, the more intensive collaborations seem to have forged broad-based participation on a wise range of shared interests. Sections in the report are: (1) Introduction--includes data collection methods and analysis; (2) Findings--presents findings from each of the four colleges and discusses current forms of collaboration; (3) Analysis--discusses the role of federal funding, factors promoting collaboration, and impacts on community colleges; and (4) Conclusions and Implications. (RDG)

ED 439 762 JC 000 284

Bailey, Thomas R.; Averianova, Irina E.
Multiple Missions of Community Colleges: Conflicting or Complementary?
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 98
NOTE- 43p.; For an earlier version of this document, see ED 428 800.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Conflict; Educational Assessment; Educational Change; *Educational Objectives; *Institutional Mission; Mission Statements; Organizational Objectives; *School Community Relationship; Strategic Planning; Two Year Colleges; Values

Community colleges are complex institutions with a broad range of education, social, and economic functions. Community college advocates suggest that the comprehensive nature of these institutions and their ever-expanding missions reflect a commitment to the changing needs of the community. Critics suggest that the colleges have abandoned educational missions and squandered resources in efforts to be overly comprehensive. This paper clarifies the underlying assumptions of both sides in the controversy and reports preliminary findings from a national study of the missions of community colleges. Findings suggest that additional missions and activities will successfully be carried out by community colleges when they are functionally associated with the core activities of the college, and can thus be carried out more efficiently than by other organizations. Expanding missions will be successful to the extent that they are functionally associated with the core academic and vocational functions of the school. Sections include: (1) Introduction; (2) Conflicting missions in business and educational institutions; (3) Perspectives on the controversies about community college functions; (4) Underlying issues and assumptions: a framework for analyzing the conflicting missions controversy; and (5) Conclusion. (Contains over 42 references.) (RDG)

ED 439 763 JC 000 286

Phelan, Daniel J.
Enrollment Policies and Student Access at Community Colleges. Policy Paper.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Classroom Environment; Early Childhood Education; Early Intervention; Early Reading; Elementary Education; *Emergent Literacy; Language Acquisition; Learning Activities; Parent Role; *Reading Ability; Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Readiness; Reading Skills; Teacher Role
IDENTIFIERS- Learning Environment

Noting the increasing number of students who cannot read, this book shows parents, educators, caregivers, policymakers, and others how to promote the reading success of young children. It focuses on children from birth through the first 5 years of formal schooling, and includes practical guidelines, program descriptions, advice on resources, and strategies for use in everyday life (including practical literacy and language activities for parents and their young children) and activities and practices for classrooms. Following a brief introduction, the first chapter discusses the process of reading. This chapter outlines the characteristics of good readers, circumstances that promote reading, and the kinds of opportunities that enable children to be successful readers. The next chapter focuses on children through age four. This chapter covers the key aspects of language and literacy and activities for very young children; the role of home, day care, and preschool environments in literacy development; and language and literacy activities in preschool. The third chapter looks at children in kindergarten through third grade and provides families and communities a basis for understanding and helping as teachers work with children at this level of reading development. This chapter describes the elements of effective classroom instruction in the early grades. The last chapter addresses reading difficulties and features a variety of interventions to help struggling readers, such as tutoring, pull-out remediation programs, and dramatic school restructuring. (Contains over 100 references.) (TJQ)

ED 439 782 PS 028 363

Belcher, Gay; Macari, Nancy
Enhancing Student Motivation as Evidenced by Improved Academic Growth and Increased Work Completion.
PUB DATE- 99
NOTE- 120p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Action Research; Change Strategies; Grade 5; Homework; Intermediate Grades; Intervention; Learning Activities; *Learning Motivation; Peer Acceptance; Program Descriptions; *Program Effectiveness; School Attitudes; Self Esteem; *Student Attitudes; *Student Improvement; Student Interests; *Student Motivation; Student Needs; Teacher Student Relationship
IDENTIFIERS- Meaningful Learning

This project evaluated a program for enhancing student motivation as evidenced by improved academic growth and increased work completion. The targeted population consisted of fifth graders in a small school in a medium-sized rural community in the Midwest. The problem of lack of achievement motivation and lack inner-city public schools make significant efforts to be involved in their child's education both at home and at school, in spite of adverse conditions such as low education and Socioeconomic Status. However, several forms of school involvement, such as volunteering in the classroom, did not occur frequently. Parent perception of teacher outreach was the only variable that was statistically significant in predicting parent involvement both at home and at school. (Contains 21 references.) (EV)

ED 439 801 PS 028 406

Sandler, Linda; Heffernon, Rick
On Track with Phoenix Early Head Start. 1998-99 Evaluation Report.
SPONS. AGENCY- Southwest Human Development, Inc., Phoenix, AZ.; Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 72p.; Produced with assistance from Kim Malone. For 1997-98 Evaluation Report, see ED 429 722.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Intervention; Family Programs; Infants; *Preschool Education; Program Effectiveness; Program Evaluation; Toddlers
IDENTIFIERS- Arizona (Phoenix); *Early Head Start

The Phoenix, Arizona Early Head Start (EHS) program is for first-time teen parents and their families. The 1998-99 project year marked the fourth year of a 5-year research and demonstration grant for EHS and concluded the third full year of program implementation. This report analyzes Year Four program services and outcomes for children, families, and staff. The report also examines the program's community linkages and efforts to build community capacity to serve very young children and their families. Evaluation findings suggest that at the end of the 1998-99 project year, EHS continues to be on the right track. An array of direct services are in place to assist program families; an expanded staff training agenda on child development is helping family support specialists in their work with parents and children; and a range of community linkages and partnerships are helping to expand resources and options for families. Some areas continue to warrant attention, however. These include: helping young parents as their children become toddlers; defining and clearly articulating the rules and regulations guiding the transition of families out of the EHS program; developing ways to retain long-term staff members and better orient new employees; and conveying EHS knowledge and experience (and its relevance to public policy) to state and local decision-makers in a way that is both accessible and understandable to them. (Contains 18 references.) (EV)

ED 439 802 PS 028 411

Huddleston, Rich; Duran, Angela
The State of Working Arkansas: How Families are Faring in the Booming Economy. A Special Report from the Arkansas Working Families Project.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

program, upper eligibility income for a family of three, and the percent of uninsured children in each state. The report concludes with a description of the study's methodology and data sources. (KB)

ED 439 819 PS 028 433

Ochshorn, Susan
Partnering for Success: Community Approaches to Early Learning. A Report on Partnerships in Low-Income Communities.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Danforth Foundation, St. Louis, MO.
PUB DATE- 00
NOTE- 65p.; Support also provided by the Lucent Technologies Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Day Care; *Early Childhood Education; *Educational Change; Educational Improvement; Educational Innovation; *Partnerships in Education; Program Descriptions; *School Community Programs; School Community Relationship; *School Readiness; Young Children
IDENTIFIERS- Project Head Start

Noting that innovative partnerships to give more children access to good quality care and education provide the scaffold for future educational reform, this report details the Partnering for Success project, which identified and documented efforts to enhance school readiness through partnerships among Head Start, child care, and public schools in low-income communities. Sixty-eight partnerships in 37 states were identified with the assistance of national, state, and local experts, and practitioners. Among the findings noted in the report: the initial challenge in launching effective partnerships involves changing beliefs and motivation as well as acquiring or spending more money; school superintendents have been prime initiators for change; partnerships between schools and early childhood education programs are effective in providing greater access to care and education; 84 percent of programs reported higher levels of elementary school performance; and program continuity for 3- to 8-year-olds is currently evolving. The report also makes the resulting recommendations: that superintendents need to see collaborative early childhood efforts as a vehicle for education reform and a foundation for universal prekindergarten; that schools must help to ensure a smooth transition; and that partnerships must take into account the needs of working parents. This report then profiles six of the programs studied, located in Michigan, New Mexico, Tennessee, Kentucky, Alabama and Pennsylvania. The remaining programs are also described, including types of services provided, demographic characteristics of families served, partners involved in partnership, location, time of operation, role of school, parent involvement components, funding sources, and evidence of outcomes. (KB)

ED 439 820 PS 028 434

Lane, Stephanie; Erickson, Judith; Wallace, Dianna
Kids Count in Indiana: 1998 Indiana Data Book. County Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 487p.; For the 1997 Data Book, see ED 416 906.

roles that families, teachers, and advocates have played. Part 2, "Meeting Individual Needs," discusses the central role that family participation and shared decision-making play in the design and implementation of educational programs for children with disabilities. Fundamental components of meeting individual needs are discussed: individualized assessment, developing an individualized education plan (IEP), adapting the classroom environment, and planning instruction. Examples of assessment methods and IEPs are included. Part 3, "Facilitating Learning in Inclusive Classrooms," provides specific examples of curriculum adaptations and instructional strategies by developmental domains. The final chapter is a reference and resource guide for teachers. (Contains 76 references.) (KB)

ED 439 837   PS 028 459

Squibb, Betsy; Deitz, Sally J.
Learning Activities for Infants and Toddlers: An Easy Guide for Everyday Use. Birth to 3-Year-Olds.
PUB DATE- 00
NOTE- 321p.; Produced with Sally J. Deitz. Illustrated by Jean Iker. Edited by Carolyn Rutsch.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Development; Childhood Needs; Class Activities; Classroom Design; *Day Care; Developmentally Appropriate Practices; Infant Behavior; *Infants; *Learning Activities; Preschool Education; Teaching Methods; *Toddlers
IDENTIFIERS- *Child Centered Education; Parent Caregiver Relationship

The Step by Step program was begun in 1994 as an experiment linking sound early childhood educational practice with concepts of democracy to create learning environments in which children practice choice and learn critical thinking skills, and in which parents actively participate in their child's education. This manual expands the program to infant and toddler caregivers and offers caregivers and parents strategies for supporting infant and toddler development. Chapter 1 provides an introduction on how infants and toddlers learn, how different age groups learn, how caregivers can support learning, and how to work closely with families. Chapters 2 through 5 feature a wide range of learning activities that are grouped for four infant and toddler age ranges (birth to 8 months, 8 to 18 months, 18 to 24 months, and 2-year-olds). Chapter 6 suggests a method of planning learning activities for toddlers and 2-year-olds using themes. Chapter 7 includes activities designed to involve families and communities in the classroom. Each activity includes a purpose, suggested materials, directions for preparation, activities directions, suggestions for extending or varying the activity, and a home connection. Symbols are used throughout the book to identify the activity's main audience and developmental goal(s). A matrix at the end of the introduction provides a guide for selecting activities for different developmental domains. The manual's 5 appendices include lists of developmental milestones from birth to age 3; suggested equipment, furniture, play materials, and toys for infant/toddler classrooms; a toy selection checklist; and a sample developmental goals chart. (Contains 13 references.) (KB) work. In the remainder of the paper, goals and processes are considered in light of Dewey's discussion of the concept of purpose. Dewey's theoretical analysis of progressive education suggests that subject matter content, processes, and products are all vital to intelligent activity. The paper also points to the fundamental role that the philosophical foundations of education play in the development of curriculum for young children and the difficulty of implementing progressive pedagogy. (Contains 11 references.) (Author/LPP)

ED 439 857   PS 028 529

Beneke, Sallee
Implementing the Project Approach in Part-Time Early Childhood Education Programs.
PUB DATE- 00
NOTE- 22p.; In: ECRP, Volume 2, Number 1; see PS 028 521.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendance Patterns; Class Organization; Classroom Environment; Classroom Techniques; *Documentation; Early Childhood Education; Lesson Plans; Parent Participation; Preschool Curriculum; *Program Descriptions; Program Implementation; *School Schedules; Student Evaluation; Teacher Attitudes; Time Management
IDENTIFIERS- *Project Approach (Katz and Chard)

This paper explores both the benefits and the difficulties of using the Project Approach in part-time early childhood education programs. Teachers of 3 different types of part-time programs share their experiences 1 year after taking a one-credit course in the Project Approach. The teachers' responses are organized by topic as follows: (1) curriculum; (2) assessment; (3) parent involvement; (4) time and space management; (5) lesson plans; and (6) program quality. One year after initial training in the Project Approach, the teachers in these 3 part-day programs remain enthusiastic about the approach and have been fairly consistent in including it in their curriculum. They value the approach because it lends direction to their lesson planning, involves parents, helps with collection of samples for assessment, challenges children with diverse abilities, and provides for a more well-rounded "hands-on" curriculum. (Author/LPP)

ED 439 858   RC 022 183

Dickson, Kay Reita
Glade Valley School: 1909-1985.
PUB DATE- 98
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Economically Disadvantaged; Educational History; *Educational Practices; High Schools; Reminiscence; *Rural Areas; *Rural Schools; *Student Experience
IDENTIFIERS- Appalachia; Institutional History

This book is a comprehensive history of the Glade Valley School in Allegheny County, North Carolina. It is filled with letters, newspaper reports, first-hand accounts, and photographs that trace the lives of its students and faculty back to opening day in January 1911. The school's site was chosen in 1909 and was deemed favorable because it was near the center of four members, an audiologist, a speech-language pathologist, an ESL/bilingual teacher, a teacher of the deaf, a general educator, Spanish and sign language interpreters, and paraprofessionals. School personnel must encourage families to participate and take specific steps to avoid communication barriers and breakdowns. A comprehensive naturalistic assessment will provide a wealth of information for academic placement and social support. Rural school districts may pool resources to form a regional assessment team and regional learning centers. (Contains 19 references.) (SV)

ED 439 876   RC 022 348

Shaw, Sherry
Increasing Services to Children Who Are Deafblind in Southeast Arkansas: A Strategic Model for Identifying Cultural Influences.
PUB DATE- 00
NOTE- 8p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes toward Disabilities; *Cultural Influences; *Deaf Blind; *Disability Identification; Elementary Secondary Education; Family Attitudes; Focus Groups; Human Services; *Rural Areas; *Social Attitudes
IDENTIFIERS- *Cultural Sensitivity; Service Utilization

In 1998 and 1999, the Arkansas State Department of Education annual state census of deaf-blind children found none in a seven-county section of southeast Arkansas--a rural area that includes the Mississippi River delta region. A project investigated the idea that unique cultural characteristics of the region might prevent parents from identifying and receiving services for their children. Three focus group sessions were organized in Drew County, the central county of the region. Participants in two groups were African-American and Caucasian professional women and mothers who were long-term county residents, had professional and personal involvement with families, and were interested in a culturally sensitive approach to serving families. The third group consisted of residents of a low-income neighborhood. Focus group questions explored the various cultures in the county and their characteristics, culture-related attitudes about children with disabilities, cultural factors that might interfere with parents seeking services, cultural child-rearing practices, role of the extended family, and cross-cultural barriers to service provision and how they might be overcome. Short-term project outcomes include development of informational materials that reflect the region's basic cultural values and ethnic diversity and promotion of interagency networks and collaboration. Recommendations address the use of cultural information to facilitate communication and relationships with families. (Contains 13 references.) (SV)

ED 439 877   RC 022 349

Bowsley, Virginia; Dugi, Audrelia; Gonnie, Pat; Heimbecker, Connie; Jennings, Marianne; Medina, Catherine; Sorgnit, Heather; Watt, Carolyn; Prater, Greg
Transition of Navajo Special Education Students in a Rural

in Rural Areas.
PUB DATE- 00
NOTE- 10p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; Educational Needs; Elementary Secondary Education; Higher Education; *Rural Schools; *Special Education Teachers; Student Recruitment; *Teacher Education; Teacher Persistence; *Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- *Abilene Christian University TX

Nationwide, the shortage of special education teachers is expected to grow, fueled by expanding demand and high teacher attrition rates. The situation in Texas mirrors that of the nation. A needs assessment conducted by Abilene Christian University (ACU) in west central Texas found: a continuing need for special education teachers in the area; teacher training needs related to the unique aspects of rural schools, inclusive collaborative settings, the use of technology as an instructional tool, and bilingual and multicultural settings; and the need for a system of professional support. To meet these needs, ACU developed Project PRIME (Preparing, Recruiting, and Retaining Teachers for Inclusive Multicultural Environments). Project components and their activities are: (1) retention of special education teachers (a manual covering topics and common problems in special education, peer support groups, a newsletter for ongoing communication, and a resource center); (2) recruitment of prospective education majors (a recruitment video, a student financial aid manual, faculty visits to area high schools, and meetings with community leaders to discuss recruitment of local minority high school students); (3) preparation (improvement of special education teacher education in the areas of inclusion, technology, diversity, and collaboration); and (4) data collection and analysis (project participation in a statewide effort to track, predict, and analyze teacher shortages). An appendix lists 31 additional recruitment and retention activities. (Contains 10 references.) (SV)

ED 439 894 RC 022 366

Clark, William A. V.
The California Cauldron: Immigration and the Fortunes of Local Communities.
PUB DATE- 98
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- American Dream; Asian Americans; Educational Attainment; Educational Needs; Elementary Secondary Education; *Futures (of Society); *Human Capital; Human Geography; *Immigrants; *Immigration; Limited English Speaking; Mexican Americans; Migration Patterns; Politics; *Population Growth; Poverty; Residential Patterns; *Social Change; Social Integration
IDENTIFIERS- *California; Immigration Law

Since 1965, changes in the immigration law have altered the influx from abroad and transformed the nation, especially different animals go through in order to adapt to their surroundings and survive. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. The videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 915 SE 063 322

All about Animal Behavior & Communication. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; *Animals; Audiovisual Aids; Biological Sciences; *Communication (Thought Transfer); Elementary Education; Environmental Education; Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology

Why do animals do what they do? What is the difference between instinct and learned behavior? How do animals communicate? These questions are answered as children examine animal behaviors that help them find food, protect themselves, and care for their young. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. The videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 916 SE 063 324

All about Animal Life Cycles. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; *Animals; Audiovisual Aids; Biological Sciences; Elementary Education; Environmental Education; *Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Life Span

While watching the development from tadpole to frog, caterpillar to butterfly, and pup to wolf, children learn about the life cycles of animals, the different stages of development, and the average life spans of a variety of creatures. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. The videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 917 SE 063 325

All about Animal Needs. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.

Survey Results for First Wave Schools of the Milwaukee Urban
  Systemic Initiative. Report on Milwaukee Public Schools
  Milwaukee Urban Systemic Initiative.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 67p.; For the report on the first year site visits to
  Milwaukee Urban Systemic Initiative, see SE 063 380.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Educational Change; Elementary
  Secondary Education; Equal Education; *Mathematics Achievement;
  Mathematics Instruction; Mathematics Teachers; *Science
  Achievement; Science Instruction; Science Teachers; State
  Programs; Teacher Attitudes; Teacher Surveys; Teaching Methods;
  Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI; Systemic Educational
  Reform

The Urban Systemic Initiatives (USI) program is an effort sponsored by the National Science Foundation (NSF) that targets large urban school systems with the goal of sustainable implementation of high-quality, standards-based teaching for the purpose of attaining system-wide increases in students' learning of challenging mathematics and science. The Milwaukee Public Schools joined USI in 1996 with Milwaukee Urban Systemic Initiative (MUSI). The purpose of this report is to provide formative data on MUSI. A survey was given to all teachers who taught mathematics and science in First Wave MUSI schools, in fall 1996. A follow-up survey was then given at the end of two years in spring 1998. Presented are the results from the initial and follow-up surveys that were given to the First Wave MUSI schools. Appendices contain a list of the First Wave Schools and the survey instruments used for elementary mathematics and science; middle and high school mathematics; and middle and high school science. (ASK)

ED 439 943   SE 063 384

Huinker, DeAnn; Pearson, Gretchen
The Journey Begins: First Year Activities of the MUSI
  Mathematics/Science Resource Teachers. A Report on the
  Milwaukee Urban Systemic Initiative.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 69p.; For the report on the first year site visit to
  Milwaukee Urban Systemic Initiative, see SE 063 380-383.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Educational Change; Elementary
  Secondary Education; Equal Education; *Mathematics Achievement;
  Mathematics Teachers; *Science Achievement; Science
  Instruction; Science Teachers; State Programs; Teaching
  Methods; Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI; Systemic Educational
  Reform

The Urban Systemic Initiatives (USI) program is an effort sponsored by the National Science Foundation (NSF) that targets large urban school systems with the goal of sustainable implementation of high-quality, standards-based teaching for the purpose of attaining system-wide increases in students' learning of challenging mathematics and science. The Milwaukee Public Schools joined USI in 1996 with the Milwaukee Urban

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biodiversity; *Biology; *Ecology; *Evolution; Foreign Countries; Intermediate Grades; Junior High Schools; Science Activities; Science Education; Teaching Methods
IDENTIFIERS- *Galapagos Islands

This book was designed for middle and junior high school science classes and focuses on island biogeography, ecology, and evolution. Sections include: (1) "Galapagos: Frame of Reference"; (2) "Ecology and Islands"; and (3) "Evolution." Nineteen standards-based activities use the Galapagos Islands as a running theme but are designed to help students make connections to their local environments. In addition to linking to the National Science Education Standards, each activity has assessment suggestions, rubrics, and Internet extensions through the National Science Teachers Association's (NSTA) SciLinks program. Using hands-on activities, games, and research suggestions, students learn how the factors that shape evolutionary processes--adaptation and natural selection--are influenced by ecological pressures. The complex relationship between ecology and evolution is demonstrated and reiterated throughout the book. The activities demonstrate how islands are formed and the role currents play in weather patterns, which in turn affect the climate and the life forms that can survive. Students make food webs under a variety of circumstances, both for a Galapagos marine environment as well as their own local community, then modify these food webs based on factors such as changes in climate (El Nino, for example) or the introduction of competitive alien species. Plant and animal biodiversity and dependent relationships within an ecosystem are discussed in detail. (CCM)

ED 439 964   SE 063 488

Lee, Felicia
Construct-a-Greenhouse. Science by Design Series.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 105p.; For other books in the Science by Design Series, see SE 063 489-491.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Construction (Process); Energy; *Greenhouses; High Schools; *Plants (Botany); *Problem Solving; Resource Materials; *Science Activities; Science Education; Teaching Methods

This book is one of four books in the Science-by-Design Series created by TERC and funded by the National Science Foundation (NSF). This series presents directed instruction on how to successfully formulate and carry out product design. Students learn and apply concepts in science and technology to design and build a pair of insulated gloves, a model boat, a greenhouse, and a catapult. This book engages high school students in a problem-solving challenge to design and build a physical system that provides an optimal environment for plant growth. In addition to learning and applying concepts in thermodynamics, light absorption, and plant biology, students must make a range of decisions as they encounter cost constraints, construction alternatives, and environmental changes. The activities have assessment suggestions and Internet extensions through the National Science Teachers

PUB DATE- 97
NOTE- 362p.; For the previous edition of Volume 1, see ED 399 589. Volume 1 was written by Laura R. Petrovello, and revised by Donna Taranko and Sharon Nichols. Volume 2 was written by Rachel Quenk.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Anti Semitism; Civil Liberties; Cultural Pluralism; Ethnic Bias; Ethnic Discrimination; Global Education; Immigration; Interdisciplinary Approach; Intermediate Grades; *Jews; Junior High Schools; Middle Schools; Multicultural Education; *Nazism; Social Discrimination; Social Studies; World History; World War II
IDENTIFIERS- *Holocaust

This two-volume resource guide includes lesson plans and bibliographical references for teaching about the Holocaust. The first volume, revised in 1999, covers grades K-4, and the second volume, published in 1997, covers grades 5-8. Each guide offers age-appropriate strategies and lesson plans for teaching students about the fundamental causes of human rights violations and for developing their awareness of ongoing social issues. Lesson plans include exercises that explore underlying concepts while teaching students about geography, history, social studies, math, music, and society. Volume 1's chapters are: (1) "Celebrating Diversity"; (2) "Learning from Many Cultures"; (3) "Creating Community"; (4) "Confronting Prejudice"; and (5) "Beginning Holocaust Studies." Appendices give articles and resources for teachers. Volume 2's chapters are: (1) "Cultural Identity: The Positive Power of Belonging"; (2) "Forging an American Identity: Immigration and Assimilation"; (3) "Differences as Dividers: Prejudice and Discrimination"; (4) "Doing the Right Thing: Making Moral and Ethical Decisions"; (5) "Shattered Lives: The Holocaust Begins"; (6) "Lasting Effects: Survivors' Stories"; (7) "Heroes and Heroines: Those Who Made a Difference"; and (8) "Personal Best: Making a Difference in Today's World." Appendices include: (1) "A Common Language: Finding Ways To Speak about the Unspeakable"; (2) a collection of articles for teachers; and (3) documents of the United Nations relating to human rights. Both volumes include complete, annotated bibliographies, including both print and non-print resources, and appendices include articles for teachers and helpful information on locating further resources, including those on Holocaust-related and human rights organizations. (EH)

ED 439 986   SO 029 043

Smith, Patricia A. R.
Religious Art Fulbright-Hays Project 1997. Fulbright-Hays Summer Seminar Abroad, 1997 (Mexico).
PUB DATE- 97
NOTE- 37p.; For other documents from the Mexico project, see ED 422 219-222. Accompanying slides are not available from ERIC. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; *Art Education; Cultural Awareness; Foreign Countries; Global Education; *Latin American History; Latin Americans; *Mexicans; Multicultural Education; *Religion

significant means of continuing professional education (CPE) for adults in religious educational settings. The book provides a step-by-step guide for constructing a mentoring program in a variety of contexts such as religious organizations, schools of theology, and higher education settings. Examples and cases are given to guide the reader. The book's 10 individual chapters focus on planning, implementing, maintaining, and evaluating mentorship programs. Each chapter contains extensive notes. (BT)

ED 440 007 SO 031 391

Blythe, Chris; Richards, Dave
Xchanging the World.
SPONS. AGENCY- Voluntary Services Overseas, Castries (St. Lucia).; Oxfam, Oxford (England). Education Dept.
PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Economics; Consumer Education; Economics Education; Educational Games; Foreign Countries; *Global Approach; Secondary Education; *Social Responsibility; Social Studies; Supply and Demand; *World Problems
IDENTIFIERS- Board Games; *Globalization; Transnational Corporations

This activity pack goes beyond exposing the low prices paid to commodity producers and explores broader structures that govern world trade and produce poverty and inequality. The pack encourages young people to look beyond the labels and consider the responsibilities consumers have toward the people who feed and clothe the world, or make the luxuries that most take for granted. Some activities in the pack introduce the issue of trade, and other activities examine different aspects of trade. The activities, games, and discussions can be addressed as described in the pack (with the help of a facilitator), or adapted to the interests or knowledge level of the students. Following an introduction and a "using-this-pack" section are these activities sections: (1) "Trade Game"; (2) "Cut-Flowers"; (3) "Flower Chains"; (4) "The World in Your Kitchen"; (5) "The World in Your Classroom"; (6) "From Start to Finish"; (7) "Nike Strike"; (8) "Industry without Chimneys"; (9) "Goan Sands"; (10) "The Road to Marrakech"; (11) "Uneven Playing Fields" (Board Game); (12) "Trade Sculpture"; (13) "Make a Difference"; (14) "Hearts and Minds"; and (15) "Xchanging Words" (Crossword). Contains a resources section that offers books for background reading, other teaching materials on the issue of trade, addresses of campaigning organizations, and Web sites that provide information and perspectives from all sides of the trade debate. (BT)

ED 440 008 SO 031 414

Teaching Guide on the U.S. Response to the Changing Nature of International Conflict. National Peace Essay Contest.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict; Curriculum Enrichment; *Essays; High Schools; *International Relations; *Peace; Responses; Social

International Education and Values Education (APNIEVE) experts group articulated the Asia-Pacific longing for peace and harmony. The sourcebook is based on international education and values education, with emphasis on peace, harmony, human rights, democracy, and sustainable development in the region. Major emphases are placed on the meaning of Learning to Live Together, the core and related values needed to live together successfully and peacefully, and the development of learning experiences that will help teacher trainees and students actualize such values. Following an introduction, the sourcebook is divided into these chapters: (1) "The APNIEVE Philosophy"; (2) "The Asia-Pacific: Context and Conceptual Framework"; (3) "Education for Learning to Live Together"; (4) Guidelines for Teaching-Learning Materials and Sample Lesson Plans; and (5) The State of the Practice of Values Education in Teacher Education: Country Reports. Appendixes contain several declarations of principles, a plan of action, selected papers, and a directory of participants of APNIEVE meetings. (Contains 49 references.) (BT)

ED 440 029   SO 031 664

Irwin, Rita L. Ed.; Kindler, Anna M., Ed.
Beyond the School: Community and Institutional Partnerships in Art Education.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Art Education; Arts Centers; Elementary Secondary Education; Higher Education; Metacognition; *Museums; *Partnerships in Education; School Community Relationship
IDENTIFIERS- Hawaii

Understanding education in contexts broader than schooling has important implications for art education and calls for an examination of alternative venues, initiatives, and strategies that facilitate artistic development, encourage aesthetic growth, and promote reflection about the role and value of art in a society. This anthology demonstrates that communities and institutions constitute rich and valuable resources and contexts in which learning in, through, and about art can effectively take place. The anthology's introduction: "Art Education beyond School Boundaries: Identifying Resources, Exploring Possibilities" (Anna M. Kindler and Rita L. Irwin) is followed by 12 articles divided into two broad parts. Part 1, "Communities as a Place to Begin" contains: (1) "Where Community Happens" (Robin E. Clark); (2) "Hawaii: Arts Education Partnerships in a Diverse Community" (Peggy Hunt); (3) "Commonwealth Games, Showcase for Visual Art" (Robert Dalton); (4) "School-Community Collaboration and Artistic Process" (Jacques-Albert Wallot and Bruno Joyal); and (5) "Art Education Wrapped/Trapped in Fun: The Hope and Flight of Recreation Centre Art Instructors" (Lara M. Lackey). Part 2, "Voices Within Communities," contains: (6) "Moving the Mountain: Linking Higher Art Education and Communities" (Fiona Dean); (7) "The Dinner Party" (Philip J. Perry); (8) "Art as a Way of Learning: A Business and Education Partnership" (Patricia Pinciotti and Rebecca Gorton); (9) "Literacy and Visual Culture in Three Art Gallery Settings" (Lon Dubinsky); (10) "The Artemisia Project: School, Artists, University and Museum Partnership" (Ann Calvert); and (11) "Matrix, Meaning and Metacognition" (Cheryl Meszaros). (Each chapter contains references.) (BT) classroom. Negotiating a curriculum is one means through which students share authority in the classroom. Negotiation promotes student engagement, exploration, and reflection and helps teachers meet students where they are. Specific pedagogies acknowledging the importance of student voice have developed within particular disciplines. One of the most well-known is the writing process approach to teaching writing. Students' cultural identities are also crucial dimensions of student voice. For students who belong to subordinated groups, honoring their voice within the classroom assumes special significance. Building on what students know is a key component of culturally relevant teaching. Ultimately, the question for teachers is not simply how to incorporate student voices into classroom activities, but how to assist in the growth of those voices. This can entail using specific teaching methods as well as creating situations in which students express their voices beyond the classroom. (Contains 22 references.) (SM)

ED 440 050 SP 039 034

Griswold, Philip A.; Hughes, William
The Vexing Problem of Perennial Substitute Teacher Shortage in Ohio.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Board of Education Policy; Elementary Secondary Education; Faculty Development; School Districts; *Substitute Teachers; Teacher Recruitment; Teacher Salaries; *Teacher Shortage
IDENTIFIERS- *Ohio

This study examined the extent to which Ohio school districts had implemented several policy and procedure recommendations in order to address the problem of perennial substitute teacher shortage. Surveys of district superintendents, who had completed a questionnaire on substitute teacher policy and procedures 3 years before, examined: district size and wealth; incentives (pay, full-time opportunities, and climate); application and interview criteria; performance evaluation; expectations and availability of support and material; professional development opportunities; and teacher absences and limitations on professional development opportunities for regular teachers. Results indicated that the substitute dilemma had improved only marginally since the previous study. Districts had made some efforts to increase pay. Most districts reported attempting to standardize the contents of substitute handbooks and availability of classroom materials. Overall, substitute teachers were not provided professional development, a thorough evaluation, or grooming for full-time job openings. There were some efforts to reward substitutes by setting up more well-defined employment tracks to encourage work toward permanent positions. Districts only marginally made substitutes feel valued as part of the teaching-learning team. The scarcity of substitute teachers caused school districts to develop creative strategies to obtain substitutes. (SM)

ED 440 051 SP 039 045

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Elementary Secondary Education; Evaluation Methods; Feedback; Higher Education; *Performance Based Assessment; Preservice Teacher Education; Teacher Competencies; *Teacher Educators; *Teacher Evaluation; Teaching Assistants

This paper examines the complexities surrounding teacher evaluation in general, and the evaluation of preservice teacher educators affiliated with a university teacher education program in particular. It focuses on the purposes of evaluation, whether those purposes are complementary or in conflict with one another, how the evaluation is related to reflection, and how the actual act of evaluation is negotiated between teachers and supervisors. The paper begins by relating the story of one particularly troubling evaluation incident. Next, it examines the context of evaluation, viewing teacher evaluation as a professional challenge and discussing the shift from K-12 teacher evaluation to preservice teacher educator evaluation. Finally, the paper describes a pilot evaluation process for teaching assistants in one teacher education program, highlighting the goal-setting, evaluation process, and re-assessment phases of the effort. This pilot process puts teaching assistant preservice teacher educators in charge of the design and implementation of their own evaluation through a reflective portfolio process. This promotes a sense of professionalism and competence and creates a mutually supportive community of self-confident preservice teacher educators. (SM)

ED 440 069   SP 039 109

Munson, Barbara R.
Character Education: The Missing Ingredient of Preservice Teacher Education Programs.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Ethical Instruction; Higher Education; Inservice Teacher Education; Moral Development; *Moral Values; Preservice Teacher Education; Student Attitudes; Student Behavior; Teacher Attitudes
IDENTIFIERS- Character Development; *Character Education

Research indicates that the overwhelming majority of preservice teacher education programs in the United States do not offer significant instruction in the methodology of teaching character, morals, values, and virtue. Consequently, upon graduation these beginning teachers are ill-equipped to deal with the complex social and behavioral problems that face them in today's classrooms. Future teachers need to be specifically taught how to meet the overriding goals of education: to make students both intellectually smart and morally good. The first section of the paper discusses the need for a character education curriculum, focusing on: the history of moral education; the philosophy of moral education; developmental theories regarding character education; the implications of sociological trends; and transmission of moral education. The

Qualifications; *Teacher Shortage
IDENTIFIERS- Texas

This paper examines issues related to alternative teacher certification, discussing teacher certification in Texas and noting that most researchers agree that both traditional and alternative routes to teacher preparation need improvement. For over a decade, alternative certification has become increasingly available in Texas. This paper highlights: the demand for alternative teacher certification; the early stages of alternative certification programs; who should train prospective teachers; the debate surrounding alternative teacher certification and academic standards; identifying an alternative certification process; comparisons between traditional and alternative programs in Texas, California, New Jersey, and other areas; who is attracted to alternative certification programs; alternative certification for bilingual and special education teachers; and evaluations of alternative teacher certification programs. Alternative certification programs are attracting highly qualified, well-educated, life-experienced adults to the teaching profession. However, critics argue that teacher recruitment, preparation, and retention is much more complex than originally thought by policymakers and alternative certification has not proven to be the panacea nor the disaster some predicted. Most researchers agree that one major difficulty in drawing a conclusive policy statement about alternative certification programs is the great variation in state and local programs. (Contains 67 references.) (SM)

ED 440 088 SP 039 135

Rampp, Lary C.; Guffey, J. Stephen
Metacognition: A New Implementation Model for Learning.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Ability; *Cognitive Development; Elementary Secondary Education; *Metacognition; Teaching Methods; *Thinking Skills

This article describes an extensive literature review on metacognition which examined the problems and promise that metacognition presents to educators (e.g., why metacognition has not overcome school administrative barriers and why there has been no widespread utilization of learning techniques that have been proven successful). The article defines metacognition, discussing several examples of successful models for teaching metacognition (process-oriented instruction, information-processing model, reflective-research model, and process-based instruction model). It also explains the two major methods of teaching and training metacognition techniques (stand-alone and infused into content). The literature review identified a major gap in the techniques used to teach metacognitive skills. The article suggests an alternative theory to support training in metacognition for high school students. This theory is called the composite theory of intellectual development (CTID). CTID is a paradigm that could effectively attend to the flaws or shortcomings of either the stand-alone or infusion model. CTID holds that stand-alone metacognitive training should be used only in the primary grades. Infusion methods should be reserved for middle and high school as a way of enhancing higher order thinking skills. (Contains 38 references.) (SM)

Assessment"; (5) "Politics of Testing"; and (6) "Some General Observations." Appendixes contain a summary of problems with standardized testing, some principles for fair student assessment, and the principles of the Canadian Teachers Federation on curriculum, assessment, and evaluation. (Contains 68 references.) (SLD)

ED 440 108 TM 030 711

Al-essa, Ahmed; Al-Malik, Abdulaziz
The Effect of the Individualised Motives of Failure in the Learning Process.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; *College Students; English (Second Language); Foreign Countries; Higher Education; Individual Differences; *Learning; Personality Traits; *Student Attitudes; Student Motivation; Student Surveys
IDENTIFIERS- Saudi Arabia

The role individual psychological motives play in failure in learning was studied through a survey of students of English as a Second Language at a Saudi Arabian university. Students who scored about 80% and those who scored lower than 60% (the passing grade) on an English language examination were interviewed about their previous experiences and attitudes about the course and education in general. Among the many reasons advanced for failure were getting a poor start, having expectations about the difficulty of the course based on the experiences of others, and various pressures, including the pressure imposed by having a tuition grant. Interview findings show the importance of cooperative incentives for learning, but they also indicate the negative effects of being mistaken in a cooperative learning situation. The implications for the college teacher are discussed. (Contains 41 references.) (SLD)

ED 440 109 TM 030 712

Linton, Thomas H.
High Stakes Testing in Texas: An Analysis of the Impact of Including Special Education Students in the Texas Academic Excellence Indicator System.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Texas Assessment Conference (Austin, TX, February 14-16, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *High Stakes Tests; Racial Differences; Scores; Sex Differences; *Special Education; State Programs; *Test Results; Testing Programs; Trend Analysis
IDENTIFIERS- Texas; *Texas Assessment of Academic Skills

The accountability subset of the Texas Assessment of Academic Skills (TAAS) was studied over 4 years to identify trends that might explain why the 1999 TAAS passing rate did not decrease as was predicted. Expanding the accountability index in those years to include special education students was expected to cause a decline in the TAAS accountability subset, with passing rates expected to drop by about 5%. Data were collected from the state and region academic excellence indicator system. Data

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Conferences; Educational Assessment; Educational Innovation; *Educational Research; Elementary Secondary Education; Higher Education; Research Methodology; *Research Utilization; Test Use
IDENTIFIERS- *Mid South Educational Research Association; United States (South Central)

This volume contains abstracts of the more than 300 discussion papers, symposia, displays, and training sessions presented at the Mid-South Educational Research Association (MSERA) 1999 annual meeting. Papers deal with elementary, secondary, and higher education and cover a broad spectrum of educational issues. Although many papers focus on the mid-South, others deal with other parts of the United States. (SLD)

ED 440 132 TM 030 744

Aschbacher, Pamela R.
Developing Indicators of Classroom Practice To Monitor and Support School Reform. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Practices; *Elementary School Teachers; *Middle School Teachers; Middle Schools; Primary Education; *School Restructuring; Scoring Rubrics; Student Evaluation; Urban Schools
IDENTIFIERS- Educational Indicators; *Monitoring; Reform Efforts

This report describes the development of indicators of classroom practice for monitoring and improving the quality of school reforms. The work entailed development of a rubric to rate key factors of classroom practice based on assignments and samples of student work. This approach was used to describe the intellectual challenge of class assignments, the alignment of tasks with learning goals and grading criteria, clarity of criteria for success, and provision of informative feedback to students. It also compared teacher judgments of student work with external rate judgments using a school district's standards-based rubric. Twenty-four teachers from elementary and middle schools contributed 136 student assignments. The study demonstrated use of this methodology within an evaluation of a complex urban reform initiative. Inferences from the data were analyzed for their technical quality and usefulness. Overall, the technical quality of the approach was reasonable, but anchor papers have been selected and the rubric refined to improve future generalizability. The indicators show promise for use in school or district self-evaluation efforts, not only in monitoring progress, but in identifying areas for administrative attention, professional development, and teacher reflection. Appendixes contain the elementary student work/teacher assignment notebook, a language arts scoring rubric, the teacher interview protocol, and class assignment paper summaries. (Contains 19 tables, 5 figures, and 28 references.) (Author/SLD)

ED 440 133 TM 030 745

Commission's efforts to ground decisions in reasoned deliberation. (Contains 39 references.) (SLD)

ED 440 151 TM 030 763

Shannon, David M.
Using SPSS(R) To Solve Statistical Problems: A Self-Instruction Guide.
PUB DATE- 00
NOTE- 374p.; Accompanied by a computer diskette. Produced with Mark A. Davenport.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Software; *Social Science Research; Statistical Analysis
IDENTIFIERS- *Statistical Package for the Social Sciences

This text explains how to use the Statistical Package for the Social Science (SPSS), one of the most popular statistical analysis software packages available. It explains how to use SPSS through examples of a variety of statistical procedures. A brief rationale is presented for the use of each of the statistical procedures addressed in the book, and practice exercises are included at the end of each chapter. The chapters are: (1) "Orientation to SPSS"; (2) "Retrieving and Saving SPSS Files"; (3) "Data Entry and Definition"; (4) "Importing and Merging Data Files"; (5) "Frequency Analysis"; (6) "Measures of Central Tendency and Variability"; (7) "Selecting and Describing Subgroups"; (8) "Recoding Variables"; (9) "Computing New Variables"; (10) "Reliability Analysis"; (11) "Introduction to Hypothesis Testing"; (12) "Crosstabulation of Variables"; (13) "Displaying Relationships"; (14) "Describing Relationships"; (15) "T-Tests"; (16) "One-Way ANOVA"; (17) "Factorial ANOVA"; (18) "Paired-Samples T-Test"; (19) "Within-Subjects ANOVA"; (20) "Mixed-Model ANOVA"; (21) "Bivariate Regression"; (22) "Multiple Regression"; and (23) "Regression with Categorical Predictors." Four appendixes contain student admission data, a computer and statistics attitude survey, syntax commands for SPSS procedures, and the answers to chapter practice exercises. (Contains 307 figures and an index.) (SLD)

ED 440 152 TM 030 792

Student Data Handbook: Elementary, Secondary and Early Childhood Education. 2000 Edition.
PUB DATE- 00
NOTE- 308p.; For the 1999 Edition, see ED 375 160. Updates are published at http://www.nces.ed.gov.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classification; *Data Collection; *Definitions; Early Childhood Education; Educational Research; Elementary Secondary Education; *Statistical Analysis; Surveys

This handbook establishes current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about students. The handbook is useful to public and private agencies and describes many promising strategies for working with these students. The chapters are: (1) "Educating Homeless Children and Youth: An Introduction" (James H. Stronge); (2) "Meeting the Developmental and Educational Needs of Homeless Infants and Young Children" (E. Anne Eddowes and Tina Butcher); (3) "Meeting the Educational Needs of Intermediate and Middle School Homeless Students" (Yvonne Vissing); (4) "Meeting the Educational Needs of Homeless Youth" (William R. Penuel and Tim L. Davey); (5) "Moving to Educational Success: Building Positive Relationships for Homeless Children" (Linda J. Anooshian); (6) "Resilience and Homeless Students: Supportive Adult Roles" (Evelyn Reed-Victor); (7) "Supporting Family Learning: Building a Community of Learners" (Ralph da Costa Nunez and Kate Collignon); (8) "Removing Educational Barriers for Homeless Students: Legal Requirements and Recommended Practices" (Maria Foscarinis and Sarah McCarthy); (9) "Building Effective Awareness Programs for Homeless Students among Staff, Peers, and Community Members" (Kevin J. Swick); (10) "Designing Effective School Programs for Homeless Students" (Brenda Toler Williams and Lori Korinek); (11) "Advocating for Homeless Students" (Barbara J. Duffield); (12) "Enhancing Collaboration on Behalf of Homeless Students: Strategies for Local and State Educational Agencies" (Pamela D. Tucker); and (13) "Educating Homeless Students: Linking with Colleges and Universities" (Patricia A. Popp). (Each chapter contains references.) (SLD)

ED 440 174 UD 033 468

Allen, Kathryn G.; Hast, Robert H.
Medicaid in Schools: Poor Oversight and Improper Payments Compromise Potential Benefit. Testimony before the Committee on Finance, U.S. Senate.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Cost Effectiveness; Elementary Secondary Education; *Federal Aid; Financial Support; *Health Services; Resource Allocation; State Surveys
IDENTIFIERS- Health Care Financing Administration; *Medicaid; *School Based Services

Medicaid helps finance certain health services that eligible children, including those with disabilities, receive in schools, such as diagnostic screening and physical therapy. Medicaid is also authorized to reimburse schools' costs for certain administrative activities, such as conducting outreach and providing referrals to qualified providers. This report is based on a survey of all 50 states and the District of Columbia and on a detailed study in 7 states that use a bundled, rather than fee-for-service approach and 17 states that submit claims for administrative activities. Findings show that, in spite of growing expenditures for school-based Medicaid services and activities, the potential benefits to schools and children are being compromised by poor guidance and oversight from the Health Care Financing Administration (HCFA) and improper payments that divert public funding from its intended purpose. The methods used by some school districts and states lack sufficient controls to ensure that these are legitimate claims. The report contains recommendations to HCFA to improve the development and consistent use of clear policies and improve payment oversight. An appendix contains a chart of states' annual school-based claims. (SLD)

DESCRIPTORS- *Blacks; *Conflict; Economic Factors; Income; *Korean Americans; Political Influences; *Racial Relations; Urban Problems; *Urban Youth
IDENTIFIERS- African Americans

The essays in this collection examine relationships between the Korean American and African American communities in Los Angeles, Chicago, and New York. The contrast between the economic power and lack of political power of Korean Americans and the political power and lack of economic power of African Americans is traced. Essays 2-5 cover Los Angeles, essays 6-8 cover New York, and essays 9-11 cover Chicago. The essays are: (1) "Introduction" (Kwang Chung Kim); (2) "The Multiracial Nature of Los Angeles Unrest in 1992" (Kwang Chung Kim and Shin Kim); (3) "New Urban Crisis: Korean-African American Relations" (Edward T. Chang); (4) "Use and Abuse of Race and Culture: Black-Korean Tension in America" (Kyeyoung Park); (5) "The 1992 Los Angeles Riots and the 'Black-Korean Conflict'" (John Lie and Nancy Abelmann); (6) "The Dynamics of Black-Korean Conflict: A Korean American Perspective" (Heon Cheol Lee); (7) "Conflict between Korean Merchants and Black Customers: A Structural Analysis" (Heon Cheol Lee); (8) "The Middleman Minority Characteristics of Korean Immigrants in the United States" (Pyong Gap Min and Andrew Kolodny); (9) "Contemplating Black-Korean Conflict in Chicago" (InChul Choi); (10) "Portrait of a Community Program: The African American and Korean American Community Mediation Project" (InChul Choi and Shin Kim); (11) "Identity Politics; Chicago Korean-Americans and the Los Angeles 'Riots'" (Jung Sun Park); and (12) "Conclusion" (Kwang Chung Kim). (Each chapter contains references.) (SLD)

ED 440 196 UD 033 491

Hawkins, J. David; Herrenkohl, Todd I.; Farrington, David P.; Brewer, Devon; Catalano, Richard F.; Harachi, Tracy W.; Cothern, Lynn
Predictors of Youth Violence. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Child Development; Delinquency; Individual Differences; Intervention; Meta Analysis; *Prediction; Prevention; Risk; *Student Attitudes; *Urban Youth; *Violence; Young Adults

This Bulletin describes the strength and duration of changeable risk and protective factors for youth violence at points in youth development when they appear most salient. These predictors are potential targets for prevention and intervention. The quantitative results of a large number of studies were synthesized using meta-analysis procedures. The 66 studies all involved juveniles living in the community. The factors identified are grouped into these headings: (1) individual medical and physical factors; (2) individual psychological factors; (3) family factors; (4) school factors; (5) peer-related factors; (6) community and neighborhood factors; and (7) situational factors. Multiple predictors and the strength of prediction are also discussed. Among the school factors explored are academic failure, low bonding to school, truancy and dropping out of school, frequent school transitions, and a school with a high delinquency rate. (Contains 63 references.) (SLD)

DESCRIPTORS- *Community Colleges; *Education Work Relationship; Educational Demand; *Educational Economics; Employment Opportunities; *Employment Qualifications; *Institutional Role; *Labor Force Development; Outcomes of Education; Skill Development; Two Year Colleges

This document discusses community colleges and career qualifications. Community colleges have a dual challenge in responding to the new economy. First, they will need to play their part in educating and training the workforce that employers need to meet new competitive standards for cost efficiency, quality, variety, customization, convenience, and speed. Second, community colleges will need to meet these same new competitive requirements themselves. Because of their unique flexibility and responsiveness, there is reason for optimism that community colleges will meet these new standards. This paper examines historical trends in the labor market, and identifies five crucial roles that community colleges have to play in the new economy and the new multicultural America. It then looks at projections for future market changes by exploring education and economic opportunity, and the impact of various levels of education on individual earning potential: education and earnings; the value of associate's degrees, some college, and bachelor's degrees; elite jobs, good jobs, and less-skilled jobs; the educational domino effect; the growing importance of nonacademic skills; where the jobs are (i.e., low-wage service jobs, factory jobs, high-tech jobs, education and healthcare jobs, and office jobs); and the community college role in the new economy. Two tables and 18 figures are used to illustrate these points. (UWC)

ED 439 744   JC 000 251

Ryland, Jane N.
Technology and the Future of the Community College. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 10.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Computer Uses in Education; Distance Education; *Educational Change; Educational Strategies; *Educational Technology; Educational Trends; *Long Range Planning; *Student Educational Objectives; Student Needs; Two Year Colleges

This document explores the current environment from which community colleges are charting their paths to the future, with an emphasis on technology as an empowering force for change. It includes an overview of the current higher education environment, emphasizing that much of the demand comes from new markets of learners of all ages, motivated by career changes, and personal interests and developments. To a lesser extent, the public in general values the traditional post-high school educational experience, and increasingly views it as less relevant. Today's learners demand that education be cost-effective and that education be customized to the individual learner. They expect the time, place, and pace of education to be at the convenience of the learner. They have less interest in gaining mastery of a predetermined volume of content than they have in learning work-related skills that will measurably enhance their employment and earning prospects. This paper

SPONS. AGENCY- Department of Education, Washington, DC.; Amoco Foundation, Inc., Chicago, IL.
PUB DATE- 00
NOTE- 13p.; For other policy papers in this series, see JC 000 287-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Associate Degrees; *Community Colleges; Educational Opportunities; Educational Planning; *Educational Policy; *Enrollment; *Policy Formation; Remedial Instruction; Two Year Colleges

This paper, which focuses on access and enrollment at community colleges, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. While some students plan on earning a terminal associate degree and others plan to transfer to a four-year institution, there are other students for whom the community college represents their last best hope for postsecondary education. Community colleges offer these students an opportunity to start over and improve their employability by learning specific skills. Ideally, community colleges serve as a vehicle leading to self-sufficiency for those on welfare or otherwise in need of support. The "open door" policy of community colleges is threatened due to declining investments and concurrent rising enrollment. Some of the policy recommendations explored in this paper address enrollment, student outcomes, funding policies, remedial education, and restricting enrollment in favor of those students who do not already possess a degree. Information about contacting specific community colleges cited as examples in this document are included along with references. (Contains 10 references.) (AF)

ED 439 764 JC 000 287

Palmer, James
Enhancing Faculty Productivity: A State Perspective. Policy Paper.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 98
NOTE- 9p.; For other policy papers in this series, see JC 000 286-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *College Faculty; *Community Colleges; Educational Planning; *Educational Policy; Faculty Development; Higher Education; *Outcomes of Education; *Part Time Faculty; Policy Formation; Teacher Improvement; Teaching Load; Two Year Colleges

This paper, which focuses on community college faculty productivity, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. The day-to-day interaction of faculty and students inside and outside of the classroom represents one of the most significant resources a community college provides for its students. With a current focus on accountability, the public continues to question how tax dollars translate to educational outcomes that benefit the community. Increasingly, community colleges have come to rely on part-time faculty to control costs and meet of student concern about academic growth was documented by means of spring staffing for special needs students, report cards, anecdotal records from prior teachers, teacher surveys and observations, records of homework completion, student and parent surveys, and teachers' gradebooks. Analysis of probable cause data revealed that lack of motivation stemmed from students' perceptions of non-acceptance and poor self-esteem. Incomplete assignments, partially due to poor organization and time management skills, contributed to the problem, along with the possibility that assignments were not meaningful or enjoyable to students. A review of solution strategies resulted in the selection of two major types of interventions. One was the creation of a homework monitoring program using assignment sheets and program incentives. The other was the use of classroom activities to stimulate and motivate student participation and interest that were supported by cooperative learning and multiple intelligence activities. Post-intervention data indicated increased student achievement motivation, as evidenced by improved academic achievement and a reduction in incomplete assignments. Ten appendices include survey forms and journal pages. (Contains 58 references.) (Author/TJQ)

ED 439 783   PS 028 365

Gaffney, Patricia M.
Mentoring Parents: Support for Families of Early Adolescents.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Early Adolescents; *Mentors; *Parent Attitudes; *Parent Child Relationship; Parent Education; Parent Role; *Parenting Skills; Parents; Youth Problems
IDENTIFIERS- Family Support

A qualitative study was conducted, guided by the following research questions: (1) What are the perceptions of parents mentored through community-initiated parent-to-parent exchanges? and (2) Does semi-formal support for parents through mentoring relationships with other parents mediate their early adolescents' risk-taking behavior, influence their early adolescents' student development, improve their families' well-being, and improve parents' personal well-being? Structured telephone interviews were conducted with two comparison groups participating in parent-to-parent exchanges at 19 geographically diverse North American sites. One group was comprised of the program directors and other administrators of a community-initiated program, Parent Share. The other group was comprised of the parents of early adolescents mentored through the program. Analysis of the interview transcripts revealed that the support and strength available to parents of adolescents through mentoring, though useful to them in their role as parents, had much broader implications for their lives. Themes of isolation, hesitation, growth, responsibility, communication, transformation, sharing, and friendship emerged. These themes corresponded by pairs to four parent roles: needful parent; decisive, determined parent; empowered parent; and involved parent. These eight developmental themes defining four functional roles conceptualize the experience of mentored parents. The findings expand Epstein's overlapping spheres of

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Early Childhood Education; *Economic Factors; *Employed Parents; Employment Patterns; Family Characteristics; Living Standards; *Quality of Life; Social Indicators; Tables (Data)
IDENTIFIERS- *Arkansas; Indicators

Using a wide array of government data, this report examines the impact of the 1990s economy and other developments on the living standards of Arkansas's working families and their children. Information is provided on: (1) unemployment rates by geographic region, educational level, and race; (2) employment and average weekly earnings by industry group; (3) income trends; (4) poverty and child poverty rates; (5) income gap between rich and poor; (6) the impact of welfare reform; (7) child care, health care, and housing needs; (8) tax burden; and (9) Arkansas usage of the federal earned income tax credit. The report concludes with a discussion of issues facing working Arkansas, including economic development, workforce development, assets and savings, tax policy, health care, quality child care and early childhood education, food and nutrition, welfare to work, housing, and unemployment insurance. (EU)

ED 439 803 PS 028 414

Galardini, Annalia, Ed.; Giovannini, Donatella, Ed.; Iozzelli, Sonia, Ed.
L'Immaginario Bambino: The Educational Experiences of Pistoia City Council in the Drawings and Graphics by Andrea Rauch, 1979-1999 = L'immaginario bambino: Le esperienze educative del Comune di Pistoia nei disegni e nella grafica di Andrea Rauch, 1979-1999.
PUB DATE- 99
NOTE- 120p.
LANGUAGE- Italian; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; *Day Care; Early Childhood Education; Educational Quality; Family School Relationship; Foreign Countries; *Government Role; Kindergarten; Program Descriptions; *Public Policy; School Community Relationship; *Young Children
IDENTIFIERS- Day Care Quality

Pistoia City, Italy, has an articulated and complex system of services and educational opportunities for young children. The major tenet underlying the system is the development of a "child-friendly" city project, an educational project rooted in community and giving children a sense of belonging, and promoting the identity of the project through representative symbols. This book describes the evolution of Pistoia's system over 30 years, highlighted with numerous graphic images of the work of Andrea Rauch, including children's guides to the city and material from an art exhibit on lullabies and the history of cribs. Also described are the workshops for children, in which children bring stories they have heard from parents and grandparents to share with others. Nurseries and kindergartens are described as carefully constructed to offer an environment of well-being rather than traditionally organized educational space. Also described are children's areas in the city, which offer children an environment in which to make friends, play, and explore, and each of which includes a library and four color-coded areas: (1) arts and creativity; (2) play and

LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Infants; Juvenile Justice; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- Arrests; *Indiana; *Indicators

This Kids Count data book examines statewide trends in the well-being of Indiana's children. The statistical portrait is based on indicators in six general areas: (1) child and family demographics; (2) economic well-being; (3) child health; (4) child safety; (5) education; (6) teen high risk behaviors; and (7) juvenile justice. The first part of the data book summarizes findings in the areas listed above. Findings include the following: the state has seen slow growth in population; an estimated 23 percent of Indiana families with children are headed by a parent with no spouse present; in 1995, 24 percent of the state's children were living in low-income families with working parents; infant mortality in Indiana, after reaching a record low in 1995, is increasing; the dropout rate for Indiana has continued to drop, reaching 2.8 percent in 1997-98; the proportion of births to unmarried women continues to rise; and births to teen mothers in Indiana are declining. The bulk of the data book contains state and county profiles for the indicators, as well as definitions and data sources. The data book concludes with the Indiana Youth Institute's blueprints for healthy development, which include building positive relationships, spirit and character, and economic independence. (HTH)

ED 439 821 PS 028 435

Erickson, Judith
Kids Count in Indiana: 1999 Data Book. County Profiles of Child Well-Being and Highlights of "Kids Count" Data: State and County Statistics.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 271p.; For the 1998 Data Book, see PS 028 434. Support also provided by Clarian Health (Methodist & IU Riley), KeyBank, and Cinergy.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Infants; Juvenile Justice; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- Arrests; *Indiana; *Indicators

This Kids Count data book examines statewide trends in the well-being of Indiana's children. The statistical portrait is based on indicators in ten general areas: (1) child and family demographics; (2) economic well-being; (3) poverty; (4) child safety; (5) education; (6) health and well-being; (7) mental health and additions; (8) mortality; (9) teen high-risk behaviors; and (10) juvenile justice. The first part of the

ED 439 838 PS 028 460

Segal, Marilyn; Bardige, Betty
Your Child at Play: Five to Eight Years. Building Friendships, Expanding Interests, and Resolving Conflicts. A "Young Child at Play" Series Book.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 00
NOTE- 242p.; Foreword by Samuel J. Meisels.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Childhood Interests; *Children; Cognitive Development; Conflict Resolution; Creative Development; Early Childhood Education; Emotional Development; Friendship; *Individual Development; Learning Activities; Parent Child Relationship; Parent Materials; Peer Relationship; *Play; *Pretend Play; Self Concept; Sibling Relationship; Social Development; Student Behavior
IDENTIFIERS- Family Activities; *Play Learning

Children between the ages of 5 and 8 years undergo profound transitions in cognitive, social, and emotional functioning as well as and in their educational and peer experiences. This book, the fifth in the "Your Child at Play" series, describes the types of play activities children engage in as they explore ideas, interact with friends and family members, and entertain and teach themselves. The book also discusses the range of differences among same-age children and age-related commonalities. Featuring over 30 families from different parts of the country, the book includes information gathered through: interviews with parents and children, observations of children's play, collections of children's drawings and stories, and roundtable discussions with primary grade teachers. The chapters of the book are: (1) "Individual Differences and Common Threads," focusing on distinguishing between real and pretend, concerns with fairness, and self awareness; (2) "The Questions Children Ask," dealing with the physical world, the natural world, and the social world; (3) "Friends," including best friends, controversies and conflicts, and sibling play; (4) "Active Play," including contact and cuddling, physical feats, and sports; (5) "Creative Play," including music, art, crafts, storytelling, and jokes; (6) "Pretend Play," including actor play and dressing up, imaginary playmates, and reemergence of pretending; (7) "School Play," dealing with reading, writing, arithmetic, collecting facts, and science; and (8) "Family," discussing attachment and separation, parent management techniques, and family continuity and traditions. Each chapter includes a question-answer section and play suggestions. A recommended reading list for parents and children is appended. (KB)

ED 439 839 PS 028 461

Corson, Patricia; Martin, Sue
Quality: Canadian Style.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual International Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-29, 2000).
LANGUAGE- English

counties and close to a new railroad. When the school opened in 1911, it served a rural mountain area in desperate need of a good school. The school began with 73 students, and by 1913, enrollment climbed to 134. In the early years, the school provided elementary, secondary, and teacher education. Because the school was largely founded to help impoverished students, all boarding students worked on campus to help pay for their tuition. Chapters chronicle the school's early accomplishments, its trials during war and depression, and years of thriving during the 1960s. The school's curricula, schedules of classes, important events, and prominent teachers and administrators are detailed. An appendix contains a letter from Reverend W. F. Hollingsworth, first principal of the school, who describes it as the newest of the mountain schools established by the Presbyterian Church as a Home Missionary agency. Contains many references in notes, photographs, and an index. (CDS)

ED 439 859 RC 022 233

Hirschfelder, Arlene; Beamer, Yvonne
Native Americans Today: Resources and Activities for Educators, Grades 4-8.
PUB DATE- 00
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *American Indian Culture; American Indian Studies; *American Indians; Art; Careers; *Class Activities; Elementary Education; Mass Media; *Multicultural Education; Racial Bias; Resource Materials; Social Studies; *Stereotypes; Teaching Guides; Tribes
IDENTIFIERS- *Institutional Racism; *Native Americans

This activity guide seeks to dispel misrepresentations of Native Americans and build understanding among cultures by offering a hands-on approach to dissecting the whys and hows of institutionalized racism and by painting a realistic and diverse picture of modern American Indians. Each lesson includes a suggested grade level, materials and time needed, objectives, multi-layered activities, learning extensions, readings, and separate resource lists for teachers and students. Almost 40 different lesson themes teach students about growing up Native American today. After looking at Native American terminology, especially offensive vocabulary, chapters cover where Native Americans live, growing up and growing old, a day in the life, communications, the arts, and economics. A final chapter covers current struggles related to language recovery; burial ground repatriation; sacred objects repatriation; and efforts to change degrading team names, mascots, and logos. A special section uses photographs and profiles of a broad range of Native American professionals to illustrate the variety of career paths taken by Native Americans. Appendices present oral history guidelines, global information sources, national Native news radio stations, Web sites, additional resources, a 91-item bibliography, a glossary, and an index. The guide can be used on its own, or can be integrated into another curriculum. (TD)

ED 439 860 RC 022 291

Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools.

Environment.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Case Studies; High Schools; *Navajo (Nation); *Outcomes of Education; Rural Education; *Special Education; Student Experience; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *Kayenta Unified School District AZ

The Kayenta Unified School District (KUSD)(Arizona) transition program helps prepare Dine (Navajo) special education students for postsecondary opportunities within their own communities and outside the Navajo Reservation. The senior transition class entails a year-long course that focuses on the application process for tribal and federal vocational rehabilitation services; vocational training, including job placement; incorporation of Dine culture; and involvement of family and community. Case studies describe the experiences of three male students with mild or learning disabilities who went through the transition program in 1997-99. During 1997-99, KUSD's Monument Valley High School graduated a total of 32 students with varying disabilities, of which 12 sought postsecondary vocational training. It appears that students are more successful with vocational training if they have parental support and are more likely to apply for postsecondary training if they are better informed about training services. (SV)

ED 439 878 RC 022 350

Watt, Carolyn; Sorgnit, Heather; Medina, Catherine; Jennings, Marianne; Heimbecker, Connie; Gonnie, Pat; Dugi, Audrelia; Bowsley, Virginia; Prater, Greg
Working with Navajo Special Education Students on the Reservation: Cultural Implications.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Inclusive Schools; Limited English Speaking; *Navajo (Nation); Reservation American Indians; Special Education; Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Communication Patterns; *Kayenta Unified School District AZ; Taboos

A study in the Kayenta Unified School District (Arizona) on the Navajo Nation--the largest reservation in the United States--examined cultural and language barriers in teaching Navajo special education students. Questionnaires were returned from 26 teachers at all grade levels, and interviews were conducted with 5 teachers and the district curriculum director. Results indicate that teachers' perceptions about teaching students

California. This book examines the fundamental transformation of the state's population, focusing on local outcomes in California communities. Chapters 1 and 2 discuss social and economic causes of immigration, types of migrants, changing global contexts, migration patterns, the immigration link with Mexico, and the Immigration Reform and Control Act and its aftermath. Chapters 3 and 4 examine: statewide impacts in terms of population growth and composition, fertility rates, immigrants' educational attainment and skill levels, and poverty; county and community patterns; impacts on counties related to birth rates, health care needs, changing school enrollments, educational needs of students with limited English proficiency, and poverty; the economic contributions and costs of immigration; and immigrants' earnings, progress, and effects on U.S.-born workers' wages. Chapter 5 looks at the American Dream of home ownership and a good education for immigrants' children and discusses educational attainment and trajectories, college attendance, the link between poverty and educational outcomes, language factors, and bilingual education. While many immigrants are realizing the American Dream, Mexican and Central American immigrants are losing ground due to their more limited education and low skills. It is the very large numbers of these immigrants that are at the center of the problem of how to create a new and integrated society. Chapters 6-8 discuss assimilation versus a multi-ethnic society, the politics of immigration, the strained social fabric, the outlook for the future, and the pressing needs to reform immigration policy and increase funding for education. (Contains a large bibliography, an index, and many figures and data tables.) (SV)

ED 439 895   RC 022 367

Meehan, Merrill L.; Walsh, Sandra; Spring, Janet; Swisher, Angie; Lewis, Harry
Adult Literacy and Parenting Outcomes of a Rural, Home-Based Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.; Paper presented at Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; Early Childhood Education; *Family Literacy; Family School Relationship; *Home Programs; *Instructional Material Evaluation; Low Income; Outcomes of Education; *Parent Education; Parent Materials; *Program Effectiveness; Program Evaluation; Rural Education
IDENTIFIERS- *Even Start; West Virginia (Monongalia County)

The Even Start Family Literacy Program is a national program designed to break the cycle of poverty and illiteracy by working with low-income families to improve adult literacy, parenting skills, and developmental and preschool readiness of young children in the family. The Monongalia County (West Virginia) Even Start Program is unusual in that home visits are the primary service delivery mechanism. A program evaluation during the 1997-98 program year determined the outcomes of the adult and parenting education components and evaluated the program's parenting education literacy materials. Thirteen adults were tested for adult education outcomes, and 32 were

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; *Animals; Audiovisual Aids; Biological Sciences; Elementary Education; Environmental Education; *Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology

Animals need the same things people do: air, food, water, and shelter. Each animal has different ways of fulfilling those needs. In this videotape, students explore some of the ways various animals stay healthy and full of energy. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. This videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 918 SE 063 326

All about Birds. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Animals; Audiovisual Aids; Biological Sciences; *Birds; Elementary Education; Environmental Education; *Habitats; *Ornithology; Science Education; Videotape Recordings; *Wildlife; Zoology

Winged, feathered friends helped to inspire the airplane and have always interested human bird watchers. In this videotape, children learn about the main characteristics of birds and look at their similar needs. Students find out about the process of egg laying and hatching in some of the most common birds. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. The videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 919 SE 063 327

All about Bugs. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Animals; Audiovisual Aids; Biological Sciences; Elementary Education; *Entomology; Environmental Education; *Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Insects; Spiders

Bugs fascinate children, and each kind of bug plays a special role in the circle of life. Some bugs pollinate plants, while others help to decompose plant and animal waste. In this videotape, students learn about the similar characteristics that all bugs share and compare them to their close cousins, the arachnids. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. This videotape is accompanied by a

Systemic Initiative (MUSI). Central to the design of MUSI was the establishment of a cadre of Mathematics/Science Resource Teachers (MSRT) to mobilize the school community to embrace high expectations for all students in mathematics and science and to develop effective teaching and learning strategies to achieve the goals of MUSI. The purpose of this report is to contribute data to the formative evaluation of MUSI concerning its first year of implementation. It consists of summaries, compilations, and reflections upon the activities engaged in by MSRT during the 1996-97 school year. Appendices contain a list of the First Wave MUSI school and First Cohort of Mathematics/Science Resource Teachers. (ASK)

ED 439 944   SE 063 442

Turkmen, Lutfullah; Bonnstetter, Ronald
A Study of Undergraduate Science Education Major Students' Attitudes towards Science and Science Teaching, and Relations with Several Socio-Demographic Factors at Four-Year Teachers Colleges in Turkey.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; *Preservice Teachers; Science Instruction; *Science Teachers; Surveys; *Teacher Attitudes; *Teacher Education; *Undergraduate Students
IDENTIFIERS- *Turkey

The main purpose of this study was to reveal Turkish pre-service science teachers' attitudes toward science and science teaching by using a Turkish translation of the latest version of Science Teaching Attitudes Scale (STAS-II) by Moore and Foy (1997). The sample size of the study was 612 freshman, sophomore, junior, and senior science education major students of four different teachers colleges located in different parts of Turkey. The reliability of the Turkish translation of the STAS-II was found to be 0.80 with the test-retest method. There is a significant mean difference between class levels (p=0.027). Teachers colleges and gender of students do not show significantly mean differences based on the STAS-II scores. On the other hand, the subjects of families having higher level incomes had statistically significant higher mean on attitudes toward science and science teaching than other subjects. In the result, the uniqueness of a nationwide science curriculum and the unification of the educational system seem to develop substantially similar attitudes among pre-service science teachers in Turkey. (Author)

ED 439 945   SE 063 443

Shepardson, Daniel P.; Britsch, Susan J.
Young Children's Representations of Earth Materials on the Science Journal Page.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Association's (NSTA) sciLINKS program. The activities are designed to meet the new International Technology Education Standards as well as the National Science Education Standards. Key ideas include: (1) "Transformation and Transfer of Energy"; (2) "Repurposing and Tradeoffs"; (3) "Plant Growth and Stages of Development"; and (4) "Inquiry and Design." Appendices contains inquiry and design processes, text reconstruction, law limiting factors, and species specifications to consider. (Contains a glossary and 25 references.) (CCM)

ED 439 965 SE 063 489

Baroway, William
Construct-a-Boat. Science by Design Series.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 107p.; For other books in the Science by Design Series, see SE 063 488-491.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Construction (Process); *Design; High Schools; Maritime Education; Physics; Problem Solving; Research Methodology; *Resource Materials; *Science Activities; Teaching Methods; Technology
IDENTIFIERS- *Boats

This book is one of four books in the Science-by-Design Series created by TERC and funded by the National Science Foundation (NSF). It challenges high school students to investigate the physics of boat performance and work with systems and modeling. Through research, design, testing, and evaluation of a model boat, students experience the practical application of mass, speed, and acceleration while applying the math and science necessary to build a scale model. The activities have assessment suggestions and Internet extensions through the National Science Teachers Association's (NSTA) sciLINKS program and are designed to meet the new International Technology Education Standards as well as the National Science Education Standards. Key ideas include: (1) "Forces, Speed, and Acceleration"--as they seek to meet the design specifications of the boat, students learn about mass, speed, acceleration, and forces through practical application of these concepts. Students investigate the relationships among these variables through qualitative observation and quantitative measurement of changes and rates of change in each variable; (2) "Systems"--students work with variables to study system behavior and learn to construct the feedback loops that determine the limits of model boat performance; (3) "Modeling"--students apply the science and math necessary to build an accurate scale model and extend this analysis to computer modeling. Homework and class assignments guide students through problem-solving in algebra, plane and solid geometry, and making connections to other disciplines; and (4) "Inquiry and Design"--students undertake inquiry and design as iterative, multi-disciplinary processes through which to develop abilities in identifying, creating, investigating, decision-making, building, testing, and evaluating. Appendices contain inquiry and design processes, text reconstruction, and sample answers. (Contains a glossary and 26 references.) (CCM)

ED 439 966 SE 063 490

Studies; Secondary Education; Social Studies
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Latin American Studies; Mexico

This lesson is intended to be incorporated into an Art I unit on religious art that introduces the rise of Christianity as a guiding force in Western art. The goal of the lesson is to compare and contrast the artistic representation of the Virgin Mary most commonly seen in Soria, Spain, with that image most commonly viewed in Mexico. A slide show of the participant's experiences in Mexico accompanies this discussion with many art examples displayed. Background information is provided, along with strategies for puppet shows and other student work. (EH)

ED 439 987 SO 029 974

Mason, Peter
Independent Education in Western Europe, Second Edition. ISIS Document No. 34.
PUB DATE- 97
NOTE- 126p.; For first edition, see ED 361 239.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Developed Nations; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; *Private Education; *Private Schools
IDENTIFIERS- *Educational Issues; Europe (East); *Europe (West)

In 1992, a study described the legal status, aims, organization, resources, role, and future prospects of the independent educational sector of the 17 countries of Western Europe and the context in which that sector operated. In the six years since the compilation, the European Economic Community has become the European Union. It has increased its membership by the admission of three countries, Austria, Sweden, and Finland; has been besieged by candidates from Eastern Europe; and has been debating the possibility of a common currency and some degree of federation that would further reduce the national identity and autonomy of its member states in favor of a common European citizenship. Under present legislation, the role of the European Commission in relation to education is the promotion of the European Dimension and of cooperation among members toward common goals, leaving the organization and administration of national systems of education to the member governments concerned. At national level, devolution of central control over educational systems and their curricula to regions and school governors has gained momentum unevenly and is evident in the Scandinavian countries and the United Kingdom. To attempt a parallel account of the growth of independent education in Eastern Europe would be premature, despite some real progress gained at great personal sacrifice to those concerned, most notably in Poland. The study does individual reports on the following countries: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland (Eire), Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom, Norway, and Switzerland. Appendixes contain a list of independent school associations and exchange rates in March 1997. (BT)

ED 439 988 SO 030 591

Yu, Corrine M., Ed.; Taylor, William L., Ed.
New Challenges: The Civil Rights Record of the Clinton Administration Mid-Term. Report of the Citizens' Commission on

Studies; Teaching Guides; *World Problems
IDENTIFIERS- Global Issues; Peace Education; Writing Contests

This teaching guide is intended to encourage and facilitate the inclusion of the National Peace Essay Contest (NPEC) in the high school curriculum, featuring all of the details of the 1999-2000 NPEC. The guide contains lesson plans for teachers, bibliographic materials, and factual material to prepare students to enter their essays in the contest. It is divided into the following sections: Six Suggested Lessons (1. "Introducing the National Peace Essay Contest to Your Students"; 2. "Developing Comprehension of the Concepts"; 3. "Reviewing U.S. Foreign Policy Objectives"; 4. "'Optional Lesson': Using the Spanish-American War as a Case Study"; 5. "Introducing Contemporary Conflicts"; and 6. "Introducing Bibliographic Resources"); and Worksheets and Other Materials ("Tips for Helping Students Write a Successful Peace Essay"; "Special Feature: Graduation Projects"; "National Content Standards"; "Lesson 2 Student Worksheet: Concept Development"; "Lesson 2 Teaching Sheet: Concept Development"; "Lesson 3 Student Worksheet: U.S. Foreign Policy Objectives"; "Lesson 3 Teaching Sheet: U.S. Foreign Policy Objectives"; "Lesson 4 Case Study: The Spanish-American War"; "Lesson 5 Student Worksheet: Contemporary Conflicts"; "Lesson 5 Teaching Sheet: Contemporary Conflicts"; and "Lesson 6 Student Worksheet: Primary and Secondary Sources"). (BT)

ED 440 009 SO 031 416

Smock, David R., Ed.
Creative Approaches to Managing Conflict in Africa: Findings from USIP-Funded Projects. Peaceworks No. 15.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Case Studies; *Conflict; *Demonstration Programs; Developing Nations; Foreign Countries; Higher Education; *Innovation; Nongovernmental Organizations; *Peace; Program Effectiveness; Social Science Research
IDENTIFIERS- *Africa; *Conflict Management; Peace Education

This report shares some lessons of projects, programs, and interventions that have identified or implemented innovative approaches to managing Africa's conflicts, and examines their potential applicability to other conflicts there or elsewhere. All of the projects described in the report have been supported by grants from the United States Institute of Peace. The report draws lessons from each case about how to replicate successes or turn past failures into future successes. Case material in the report is drawn from many parts of the African continent (Liberia, Ghana, Nigeria, Angola, South Africa, Mozambique, Somalia, Ethiopia, Sudan, Eritrea, Uganda, Zaire, Mali, Benin, Tanzania, Burundi, and Rwanda). The report offers the following articles: (1) "Innovative Diplomatic Initiatives" (Herman Cohen); (2) "NGOs Engaged in Preventive Action" (Barnett Rubin); (3) "Democratic Reform and Reform of African Militaries" (Julius Ihonvbere); (4) "Training for Peacemaking" (Hibaaq Osman); (5) "Building on Locally-Based and Traditional Peace Processes" (John Prendergast); (6) "Humanitarian Aid and Conflict Prevention" (John Prendergast); and (7) "Culture of Peace" (Carolyn Nordstrom). (BT)

ED 440 010 SO 031 420

ED 440 030 SO 031 667

Hartoonian, H. Michael
A Guide to Curriculum Planning in Social Studies.
PUB DATE- 97
NOTE- 225p.; For the previous edition, see ED 268 038.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; *Citizenship; Citizenship Education; Course Objectives; Curriculum Development; Economics; Elementary Secondary Education; Geography; Global Approach; Graduation Requirements; History; Integrated Curriculum; Law Related Education; Political Science; Public Schools; *Sequential Approach; Skill Development; *Social Studies; *State Curriculum Guides; *State Standards
IDENTIFIERS- *Wisconsin

Social studies is concerned with developing reflective, democratic citizenship within a global context, and includes the disciplines typically classified as belonging to the social and behavioral sciences as well as history, geography, and content selected from law, philosophy, and the humanities. It also includes those topics that focus on social problems, issues, and controversies. The goal of citizenship is supported by the goals of disciplined, academic study and knowing how to continue to learn. The broad range of the social studies program in Wisconsin addresses multicultural experiences, gender equity awareness, an understanding of the heritage of Wisconsin and of the nation, global perspectives, and economic and geographic literacy. Following an overview, the guide is divided into the following sections: (1) "Organizing the Social Studies Curriculum"; (2) "Thinking and Reasoning in the Social Studies Curriculum: An Integrated Skills Network"; (3) "Evaluating and Improving the Social Studies Program"; (4) "Computers, Software, and the Social Studies"; (5) "Resources and References for Teachers"; and (6) "Looking to the Future: Building Curriculum in a Changing World." Appendixes include: Graduation Standards in Social Studies; Minimum Allocated Instructional Time; Writing in the Social Studies; Directed Reading/Thinking Activity for Social Studies; What Is Social Studies?; Wisconsin Public School Observance Days; Instructional Television Programs (ITV); and Informal Classroom Drama. (BT)

ED 440 031 SO 031 668

Fredericks, Anthony D.
More Social Studies through Children's Literature: An Integrated Approach.
PUB DATE- 00
NOTE- 225p.; For "Social Studies through Children's Literature: An Integrated Approach" by Anthony D. Fredericks, see ED 414 220. Illustrated by Rebecca N. Fredericks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Curriculum Enrichment; Elementary Education; *Integrated Activities; Interdisciplinary Approach; Language Arts; Picture Books; *Social Studies; Student Projects; Thematic Approach;

Shields, Patrick M.; Esch, Camille E.; Humphrey, Daniel C.; Young, Viki M.; Gaston, Margaret; Hunt, Harvey
Teaching and California's Future. The Status of the Teaching Profession: Research Findings and Policy Recommendations.
PUB DATE- 99
NOTE- 180p.; Produced with the assistance of The California State University Institute for Education Reform; Policy Analysis for California Education; Recruiting New Teachers, Inc.; The University of California, Office of the President; and WestEd Research conducted by SRI International.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Beginning Teacher Induction; Beginning Teachers; Educational Policy; *Educational Quality; Elementary Secondary Education; Excellence in Education; Faculty Development; Higher Education; Preservice Teacher Education; State Standards; Teacher Competencies; *Teacher Improvement; *Teacher Qualifications; Teacher Supply and Demand; Teachers; *Teaching Skills
IDENTIFIERS- *California

This document summarizes findings from a 1998-99 study of teacher development that investigated California's challenge to provide high quality teachers for all students. California's set of standards to improve education for all requires that all students have qualified teachers. In order for California's move toward academic excellence to succeed, it must simultaneously increase the quality and quantity of the teacher workforce. To address this challenge, a coalition of stakeholders came together to search for solutions. This document summarizes findings from the study and presents recommendations of the state task force. It discusses the supply of and demand for qualified teachers; distribution of unqualified teachers; the system of preparing qualified teachers; support for beginning teachers; teacher professional development; and state and district support. Results find that California has been aggressively developing and implementing many new programs to address professional development needs, but it has not created a system that supports the kind of teacher learning and professional growth that translates into excellence. Most schools and districts provide inadequate supports and incentives to allow teachers to enhance their own learning. Too many teachers work in conditions that inhibit professionalism. An appendix presents data collection methods and analysis. (Contains approximately 85 references.) (SM)

ED 440 052 SP 039 091

Huber, Tonya
Teachers as Researchers and Reformers: A Site-Based Master of Education Program in Curriculum & Instruction. Critical Pedagogy in Practice and Research.
PUB DATE- 00
NOTE- 167p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000). Group proposal presenters were Julie Franklin Baergen, Sheila Berridge and Kelly Echard, Cindy Combs, Ashok Suender, Jeanette Vequist and Debbie Holmes, and Dennis Kear and Peggy Anderson.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Curriculum Development;

second section focuses on foundational issues of character education, noting the benefits of integrating character education into the classroom. The third section discusses inservice character education programs. A final section discusses the two primary goals of education (helping students become intellectually smart and morally good). (Contains 12 references.) (SM)

ED 440 070 SP 039 110

Carbone, Rose Elaine
Collaborations between the College of Arts and Sciences and the College of Education at Clarion University of Pennsylvania.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College School Cooperation; Computer Literacy; *Computer Uses in Education; Cooperating Teachers; *Educational Technology; Elementary Secondary Education; *Experiential Learning; Faculty Development; Higher Education; Inservice Teacher Education; *Interdisciplinary Approach; Mathematics Education; Partnerships in Education; Preservice Teacher Education; Science Education; Teacher Improvement; Teachers; Teaching Methods
IDENTIFIERS- Clarion University of Pennsylvania; Learning Communities

This paper describes TACCOL (Technology Advancing a Continuous Community of Learners), a project at Clarion University of Pennsylvania. Designed to incorporate technology into teacher education, it involves collaboration between the College of Arts and Science and the College of Education and Human Services. TACCOL infuses technology into teacher preparation by integrating technology with an interdisciplinary approach to teaching science and mathematics. It involves university faculty and inservice and preservice mathematics and science teachers. The basic technologies incorporated are laptop computers, graphing calculators, calculator-based rangers, and calculator-based laboratories. Learners are engaged with hands-on, activity-based learning opportunities. Technology competencies gained support effective teaching of the Pennsylvania Academic Standards for Mathematics and the emerging Pennsylvania Academic Standards for Science and Technology for grades K-12. The workshops help develop a community of learners. University faculty are taught first. They then teach inservice teachers during summer workshops. University faculty also teach integrated mathematics and science concepts to undergraduate preservice teachers. Undergraduates who recently began their student teaching experiences are matched with cooperating teachers who have attended the TACCOL summer workshops. The collaboration of cooperating teachers with preservice teachers completes the cycle of a continuous learning community. (SM)

ED 440 071 SP 039 111

Harry, Vickie
Technology Advancing a Continuous Community of Learners (TACCOL): Integrating Technology into Teacher Preparation.

ED 440 089 SP 039 136

Guha, Smita
A Comparative Analysis of Present and Preferred Situations of Elementary Grade Teachers in Using Computers for Classroom Instruction.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Elementary Education; *Elementary School Teachers; Faculty Development; Inservice Teacher Education; Questionnaires; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Teacher Knowledge

This study explored elementary school teachers' personal experiences with using computers in the classroom, their present use of computers in the classroom, and their views on current computer use as compared to their preferred use in classroom instruction. A total of 149 teachers from 15 elementary schools randomly chosen from two counties in western New York participated in the study. Teachers answered a survey questionnaire on their training in, and knowledge of, computers; their comfort level in using computers for teaching; and their computer use in classroom instruction. The teachers also discussed the amount of training they would prefer to receive, their preferred comfort level in using computers in the classroom, and their preferred level of integrating computers into their teaching. Based on teachers' responses, significant differences and positive correlations were found between teachers' present computer training, level of comfort, and computer usage in the classroom as compared to their preferred training, comfort level, and usage. The questionnaire is appended. (Contains 26 references.) (SM)

ED 440 090 SP 039 137

Stevens, Nancy, Ed.
Working Conditions of Texas Teachers. Teacher Supply, Demand, and Quality Policy Research Project.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; Educational Research; Elementary Secondary Education; Paraprofessional School Personnel; School Districts; Teacher Competencies; Teacher Salaries; *Teacher Supply and Demand; Teachers; *Teaching Conditions; Violence
IDENTIFIERS- *Texas

This is the first in a series of research papers in the area of teacher supply, demand, quality, and policy. It addresses the teaching conditions of Texas teachers, focusing on the following: teacher salaries, benefits, supplies and equipment, supervision and caseload, average work week, adequate work site, violence in the schools, competing occupations and teaching pools, and paraprofessional advancement. This report also looks at the effects of labor conditions on teacher supply and policy questions concerning military downsizing and competing occupations. It examines the U.S. Department of Education's designation of Texas teacher shortage areas showed that the percent of special education students increased both at the state and regional levels from 1996 to 1999. Data also showed that the percent of minority students identified as needing special education was consistently higher than the percentage for white students over the 4 years. In addition, males were almost twice as likely to be classified as special education students. The passing rate remained constant in reading and increased in mathematics and writing. In 1999, the percent of special education students receiving exemptions from the TAAS increased significantly. A causal connection has not been established, but it seems probable that the two events are related. School districts across Texas may have increased exemption rates for special education students to reduce the impact on the accountability subset. Some of the issues raised for the identification of special education students and their exemption from the TAAS are discussed. (SLD)

ED 440 110   TM 030 713

Lee, Yew Jin; Izard, John; Yeoh, Oon Chye
Teacher Knowledge of Biological Evolution from the Perspectives of Classical Test and Item Response Theory.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; *Evolution; Foreign Countries; *Pedagogical Content Knowledge; Secondary Education; *Secondary School Teachers; Teaching Methods
IDENTIFIERS- *Singapore; *Subject Content Knowledge

Whether poor knowledge of evolution among Singapore students might be linked to low levels of content knowledge about evolution among junior high school and senior high school teachers was studied. A teacher questionnaire on biological evolution was developed. Twelve teachers from Singapore junior college (JC) schools and 42 from the lower secondary schools completed the survey, which was judged to have acceptable reliability. Classical item analyses and Rasch item analyses were performed. Both JC and lower secondary teachers had a reasonably good grasp of the subject matter in evolution and ecology, with JC teachers having significantly better understanding of evolution than that of lower-level teachers. Even though teachers displayed a fairly good understanding of the subject matter, there were some alternative conceptions observed, especially among secondary teachers. Avoidance of some of these alternative conceptions should be emphasized in teacher training. (Contains 4 tables and 24 references.) (SLD)

ED 440 111   TM 030 714

Lee, Yew Jin; Linacre, John M.; Yeoh, Oon Chye
KIDMAP--A Diagnostic Tool for Teachers.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diagnostic Tests; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Item Response Theory; *Student Evaluation; Test Items; *Test Results
IDENTIFIERS- *Kidmaps

While assessment is the bread and butter of the teaching profession, its practitioners usually do not extend analysis of

Rogosa, David
Accuracy of Year-1, Year-2 Comparisons Using Individual Percentile Rank Scores: Classical Test Theory Calculations. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 24p.; For a related document on score accuracy, see TM 030 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; Elementary Secondary Education; *Standardized Tests; Tables (Data); Test Results; *Test Theory
IDENTIFIERS- *Percentile Ranks

In the reporting of individual student results from standardized tests in educational assessments, the percentile rank of the individual student is a major numerical indicator. For example, in the 1998 and 1999 California Standardized Testing and Reporting (STAR) program using the Stanford Achievement Test Series, Ninth Edition, Form T (Stanford 9), the 1998 "Home Report" and the 1999 "Parent Report" feature solely the National Grade Percentile Ranks. (These percentile rank scores are also featured in the more extensive "Student Report.") This paper develops a formulation and presents calculations to examine the properties of year-1, year-2 comparisons using these individual percentile rank scores. The approach and formulation follow the previous investigations of the accuracy of the individual percentile rank score in D. Rogosa (1999). A typical question that this paper addresses is: What are the chances that a student who really improved 10 percentile points from year-1 (1998) to year-2 (1999) obtains a lower percentile rank in year-2 than year-1? Such questions are addressed using the test reliability coefficient in classical test theory to represent the quality of measurement. These approaches make it possible to investigate the question, What level of test reliability is needed to obtain good accuracy in year-1, year-2 comparisons? (Author/SLD)

ED 440 134 TM 030 746

Rogosa, David
Accuracy of Individual Scores Expressed in Percentile Ranks: Classical Test Theory Calculations. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 62p.; For a related document on score accuracy, see TM 030 745.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; Elementary Secondary Education; *Standardized Tests; Test Results; *Test Theory
IDENTIFIERS- *Percentile Ranks

In the reporting of individual student results from standardized tests in educational assessments, the percentile rank of the individual student is a major numerical indicator. This paper develops a formulation and presents calculations to examine the accuracy of the individual percentile rank score. Here, accuracy follows the common-sense interpretation of how close educational institutions, researchers, policy makers, and members of the public interested in student data. The definitions are consistent with current state and local practice, national standards movements, and federal reporting requirements as a consensus of what is considered "best practice" in data collection. The Handbook includes these chapters: (1) "Introduction"; (2) "The Handbook"; (3) "Building a Student Record System"; (4) "Data Elements and Definitions"; and (5) "Applications of the Handbook." Twelve appendixes present comprehensive lists of coding options, code designations, and the names of contributors to this edition. (SLD)

ED 440 153 TM 030 841

Horkay, Nancy, Ed.
The NAEP Guide: A Description of the Content and Methods of the 1999 and 2000 Assessments. Revised Edition.
PUB DATE- 99
NOTE- 86p.; For the 1997-1998 guide, see ED 412 294.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Data Collection; Educational Assessment; Elementary Secondary Education; *National Competency Tests; National Surveys; *Research Methodology; Sampling; Scoring; State Surveys; *Test Bias; Test Interpretation; Testing Problems
IDENTIFIERS- *National Assessment of Educational Progress

As mandated by Congress, the National Assessment of Educational Progress (NAEP) surveys the educational accomplishments of U.S. students and monitors changes in those accomplishments. NAEP tracks the educational achievement of 4th, 8th, and 12th graders over time in selected content areas, and has been tracking achievement for 30 years. The goals of this guide are to provide readers with an overview of the project and to help them understand the philosophical approach, procedures, analysis, and psychometric underpinnings of the NAEP. It introduces NAEP resources, demonstrates how the survey design matches the NAEP role as an indicator of national achievement, and describes some of the methods used in the 1999 and 2000 assessments. The guide follows a question-and-answer format, presenting questions most commonly asked about the NAEP and following them with answers and background information. Questions relate to: (1) the nature of the NAEP; (2) the subjects it assesses; (3) participation and confidentiality; (4) the availability of information to parents and the public; (5) the evaluation and validation of the NAEP; (6) the assessment development process; (7) accommodations for students with disabilities and those of limited English proficiency; (8) assessment innovations; (9) results; (10) scoring; (11) analysis of results; (12) comparability of results; (13) NAEP reports; (14) contextual background data; (15) use of NAEP results by educators; (16) use of NAEP results in education and policy issues; (17) linkage with other assessments; (18) students assessed in the NAEP; (19) student and school participation; (20) use of matrix sampling; and (21) data collection procedures. (Contains 32 references.) (SLD)

ED 440 154 TM 031 798

Grissmer, David; Flanagan, Ann; Kawata, Jennifer; Williamson, Stephanie

ED 440 175 UD 033 469

Now Is the Time: Places Left behind in the New Economy. Special Supplement. America's Northeast.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Economic Factors; Educational Attainment; *Employment Patterns; Futures (of Society); Low Income Groups; *Poverty; *Urban Problems
IDENTIFIERS- *United States (Northeast)

This report, a special supplement to "Now is the Time," is part of an ongoing analysis of U.S. cities and their economic health. It focuses on one vital economic region, the Northeast. Data from a number of sources reveal some key findings about the nine states of this economic region. Most cities in the Northeast are doing quite well, and unemployment is down in all central cities in the area. There has been significant economic change over the last generation, with shifts of jobs from manufacturing and other traditional strengths of the economy. The region is left with two economies, a disparity that results in an opportunity gap. The area contains vital assets for addressing this economic gap. Among these assets is a concentration of educational institutions that can give all communities access to the knowledge community, and a renewed workforce that includes diverse ethnicities and recent immigrants. Unacceptable unemployment remains in nearly 1 in 5 cities in the region, and steady population loss affects 4 in 10 central cities. Persistently high poverty rates have been evident in nearly 4 in 10 Northeast cities, and 1 in 6 Northeast cities faces the double trouble of high unemployment linked with population loss or high poverty or both. (Contains 14 tables, 6 figures, and 4 endnotes.) (SLD)

ED 440 176 UD 033 470

Rees, Nina Shokraii
School Choice, 2000: What's Happening in the States.
PUB DATE- 00
NOTE- 228p.; Foreword by Jeb Bush. For the 1997 report, see ED 412 320.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; *Educational Vouchers; Elementary Secondary Education; Free Choice Transfer Programs; Minority Groups; Nontraditional Education; Private School Aid; *School Choice; School Restructuring; State Legislation; *State Programs; Tax Credits; Tuition; *Urban Schools

This report presents an analysis of the school choice movement throughout the United States, and a state-by-state analysis that provides snapshots of each state's progress toward school choice and charter schools. The Children's Scholarship Fund found that 1.25 million low-income parents would take advantage of scholarships that would allow their children to attend private or religious schools if given the chance. A number of state initiatives affecting school choice are planned, but the one development that could significantly alter the course of school choice is the Presidential election. The state profiles contain information on the state's education statistics, an

ED 440 197   UD 033 492

Fitzgerald, Maureen, Ed.
Lessons Learned, 1999: Profiles of Leading Urban Health Department Initiatives in Maternal and Child Health from the CityMatCH Urban MCH Leadership Conference (10th, Baltimore, Maryland, September 1999).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 99
NOTE- 192p.; Assistant Editors were Jesica Christensen and Joan Rosermundt.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Cooperation; *Health Services; Profiles; Program Descriptions; Program Development; *Urban Youth
IDENTIFIERS- *Maternal and Child Health Services

The designated leaders of maternal and child health (MCH) in more than 70 major urban city and county health departments submitted profiles of urban MCH efforts as a requirement for federally subsidized attendance. When these profiles were reviewed, eight broad themes were apparent as lessons from MCH practice. The lessons are: (1) drawing in people and organizations from other sectors is a resource for community connections; (2) never underestimate the role of the community in identifying possible solutions; (3) collaboration with other sectors requires communication skills and is enhanced by common policies and procedures; (4) work to break down language barriers; (5) time to find and secure funding is often disproportionate to the scope of work; (6) data and information offer new and greater opportunities for successful project outcomes; (7) staff is a health department's biggest asset; and (8) planning, persistence, and long-term efforts are necessary for successful, sustainable outcomes. (SLD)

ED 440 198   UD 033 493

How Small Classes Help Teachers Do Their Best: Recommendations from a National Invitational Conference.
SPONS. AGENCY- Mid-Atlantic Lab. for Student Success, Philadelphia, PA.; Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Class Size; Educational Practices; Elementary Secondary Education; Information Dissemination; Professional Development; Research Needs; *Small Classes; Teacher Student Ratio

This theme issue provides a synopsis of the step-by-step recommendations generated by participants at a conference on the implementation of class size reduction. It also contains summaries of the commissioned papers on research and practical knowledge about class size reduction. Recommendations focused on the major topic areas of improving organizational and implementation support, professional development focusing on classroom practice, dissemination of the knowledge base about class size, and further research and development needs. The commissioned papers summarized are: (1) "Early and New Findings summarizes relevant trends in technology such as: networks; convergence of voice, video, and data; knowledge navigation; computers; mobile computing; smart cards; distributed computing; open systems; middleware; reliability and ease of use; and neoelectronic applications. It suggests strategic implications for community colleges and offers recommendations for strategic directions by looking at learner-centered education, active learning, community involvement, financing strategies, technology organization, and technology planning. (VWC)

ED 439 745 JC 000 252

Flynn, William J.
The Search for the Learning-Centered College. New Expeditions: Charting the Second Century of Community Colleges. Issues Paper No. 9.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Change; *Educational Strategies; Educational Trends; Higher Education; Instructional Effectiveness; *Instructional Innovation; *Learner Controlled Instruction; *Student Needs; Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; Two Year Colleges

Whether the topic is the learning revolution, a learning college for the 21st century, the learning organization, or the growth of franchised learning centers throughout the country, we are in the grip of learning mania. This issue has galvanized higher education to such an extent that suddenly it is unfashionable to mention teaching without immediately adding a reference to learning. Why is this shift happening? After centuries of respect for universities and the professorate, why is the focus now on the learner rather than on the teacher? This paper considers these questions and what they portend for the next generation of teachers--and students--in America's community colleges. The structure of a college must undergo a paradigm shift from the instruction paradigm to the learning paradigm, from being an institution that provides instruction to students to an institution that produces learning in students. This results in several benefits for the college: faculty are the designers of powerful learning environments; curriculum design is based on an analysis of what a student needs to know to function in a complex world; the college is judged not on the quality of the entering class but on the quality of the aggregate learning growth possessed by its graduates; compartmentalized departments are replaced by cross-disciplinary cooperatives; and every employee has a role to play and a contribution to make in maintaining a learner-centered environment. (Contains 18 references.) (VWC)

ED 439 746 JC 000 253

Barton County Community College Report Card '99.
PUB DATE- 99
NOTE- 13p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

demands for courses. In 1993, part-time faculty made up 65% of the total number of community college faculty members nationwide. Some suggest that the only difference between part-time and full-time faculty is the fact that the later generate more credit hours. The question then revolves around the overall productivity of full-time faculty. The paper offers several suggestions for promoting faculty vitality and improving student learning, including: (1) facilitate specialized training for faculty members seeking promotion to the highest ranks; and (2) facilitate a rigorous, nonuniversity-based certification program that will give visible recognition to exceptional community college teachers. (AF)

ED 439 765 JC 000 288

Cook, Amy
Community College Baccalaureate Degrees: A Delivery Model for the Future? Policy Paper.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.
PUB DATE- 00
NOTE- 9p.; For other policy papers in this series, see JC 000 287-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bachelors Degrees; College Graduates; *Community Colleges; Educational Planning; *Educational Policy; Higher Education; *Institutional Mission; *Labor Force Development; Policy Formation; Population Growth; Technical Occupations

This paper, which focuses on community college baccalaureate degrees, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. Changing demographics, fiscal concerns, and community expectations, are exerting pressure to add the granting of four-year degrees to the traditional mission of the community college. Arguments for increasing access to baccalaureate degrees include new demands for technological skills, the large sizes of future graduating high school classes, geographical access, the flexibility of community colleges, and the increasing number of occupations now requiring a degree beyond the associate level. The concern of community colleges offering baccalaureate degrees challenges their traditional role and may cause costs to rise, diverting resources from populations that historically only community colleges have served. Some states, such as Florida, are already considering offering baccalaureate degrees while other states have developed collaborative models between two-year and four-year institutions. Policymakers must consider not only student and community needs, but also cost, structure, and institutional mission in order to make an informed decision. (AF)

ED 439 766 JC 000 289

Alfred, Richard L.
Shared Governance in Community Colleges. Policy Paper.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 98
NOTE- 9p.; For other policy papers in this series, see JC 000 286-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

influence model by conceptualizing the experiences of families, which can help schools develop more comprehensive programs of partnership. (Contains 17 references.) (EV)

ED 439 784 PS 028 366

From the Front Lines: Milwaukee's Child Welfare Community Speaks Out.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; *Program Attitudes; Program Evaluation; *Program Improvement; State Programs
IDENTIFIERS- *Child Protective Services; Program Monitoring; State Takeovers; *Wisconsin (Milwaukee County)

In 1998, the State of Wisconsin Department of Health and Family Services assumed responsibility for the Milwaukee County child welfare system. The Wisconsin Council on Children and Families has undertaken a multi-year, qualitative research project to monitor the state takeover. The three questions that this project seeks to answer are: (1) What parts of this new system, the Bureau of Milwaukee Child Welfare (BMCW), are working well? (2) What problems exist? and (3) What can be done to make improvements? This report summarizes information gathered during the first year of the project. The report presents the viewpoints of those individuals most closely associated with the system--clients and those who serve them. Following introductory sections that discuss national perceptions of child welfare, common problems experienced by child protective service systems, current innovations in child welfare reform, and the project's methodology, the report presents data gathered through a hotline, interviews, focus groups, and surveys. The findings are organized by participant group and address "What's Working?" and "Concerns." Child welfare staff indicated that technology, access to services, safety services, and foster parents were positive aspects of the system. Their concerns included paperwork, turnover rate, system fragmentation, training, and administration. Findings are also presented for community representatives, foster parents, and children's court personnel. An additional section presents funding and caseload data. The report concludes with the following recommendations: (1) improve the stability of services provided to children by reducing case transfers and worker changes; (2) reduce redundancy in required forms; (3) reduce turnover rate; (4) work to create a collaborative and collegial culture between BMCW and community agencies or systems; (5) reduce system fragmentation; (6) encourage cross-system communication and collaboration; (7) provide services for teens and teen parents; (8) identify need resources for children and families; and (9) improve support for foster parents. (Contains 10 references.) (EV)

ED 439 785 PS 028 367

Smith, Anne Read
"Teacher! Make Them Stop!"
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual International Conference and Exhibition of the Association for Childhood Educational International (Baltimore, MD, April 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

communication; (3) languages, publicity, photography, and the media; and (4) nature. Efforts to make the city "child-friendly" are described, including pedestrian areas to allow children to walk to school alone, a system of children's street signs, and signs in shops identifying them as "child-friendly." The book concludes with a description of a project to use photography to tell the story of each nursery and school in the city. (KB)

ED 439 804 PS 028 415

Mayrowetz, David
The Interaction of Standards-Based Reform and Inclusion in New Jersey's Fourth Grade Classrooms: Are They Perfect Together?
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Conference of the University Council for Educational Administration (Minneapolis, MN, October 30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Disabilities; *Educational Change; Educational Environment; *Inclusive Schools; Intermediate Grades; Intervention; *Mathematics Instruction; Regular and Special Education Relationship; *State Standards; *Teaching Methods
IDENTIFIERS- New Jersey

This study examined how six teachers in inclusive classrooms who are being encouraged to deliver reform-oriented mathematics instruction modify mathematical tasks and provide academic interventions for students with cognitive disabilities. Qualitative data for this study were collected between April and June 1999 by means of observation and interviews. Two or three mathematics lessons taught by each of the six target teachers were observed. Semi-structured qualitative interviews were also conducted either in person or by telephone within two weeks of the observation. Findings indicated that task modification and the provision of separate assignments to students with disabilities appear to be rare occurrences in inclusive classrooms. Second, larger application and invention tasks seem to be more likely to trigger teacher interventions than the traditional American "drill and kill" problems. However, some of these non-traditional tasks may also be more flexible in accommodating wider ranges in ability. Third, academic interventions can be classified along a dimension of explicitness of the problem-solving strategy and by whether the teacher or student employs that strategy. (Contains 53 references.)

ED 439 805 PS 028 416

Teacher-Family Contact.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.; Excerpted from the article, "Patterns of Family-School Contact in Preschool and Kindergarten," by Sara E. Rimm-Kaufman and Robert C. Pianta, in press for a special issue of "School Psychology Review."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

data book summarizes findings in the areas listed above. Findings include the following: child poverty in the state continues to decline; teen birth rates also continue to decline; and the number of juvenile delinquency cases has dropped for the first time in 7 years. However, in the previous year, Indiana suffered its highest number of child abuse deaths in the last decade, and the number of low birth weight babies continued to rise. The data book then highlights the Indiana Youth Worker Study, which examined the characteristics and compensation of those working in youth agencies, and the Search Institute Survey, which assessed developmental assets of Indiana youth. The bulk of the data book contains state and county profiles for the indicators, as well as definitions and data sources. County Data Tables are appended. The data book concludes with a list of 12 building blocks for building a firm foundation for Indiana's young people, which include a healthy body, support from family and community, commitment to learning, positive values, and constructive use of time. (HTH)

ED 439 822 PS 028 437

Leask, Linda, Ed.
Kids Count Alaska Data Book, 1998-99.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 171p.; For the 1997 Data Book, see ED 421 272.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Alaska Natives; Asian Americans; Blacks; Child Abuse; Child Neglect; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Juvenile Justice; Mortality Rate; One Parent Family; Poverty; *Social Indicators; Substance Abuse; Tables (Data); Trend Analysis; Violence; *Well Being; Whites; Youth Problems
IDENTIFIERS- *Alaska; Arrests; Brain Development; *Indicators

This Kids Count Data Book examines statewide trends in the well-being of Alaska's children. The statistical portrait is based on key indicators in six areas: (1) infancy, including prenatal care, low birth weight, and infant mortality; (2) economic well-being, including children living in poverty, children in single-parent households, and births to teenagers; (3) education, including dropout rates, teens not in school and not working, and children with disabilities at school; (4) child safety, including child death rate, teen violent death rate, and child abuse and neglect; (5) juvenile crime, including juvenile violent crime; and (6) health risks, including substance abuse and sexual activity. Following an introduction providing census information and a focus on early brain development, the report details the indicators in the areas mentioned above. A section of resources, including books, programs, and legislation, concludes the report, along with documentation of each of the indicators. Among the findings, the report indicates that: Alaska fared better than the national average in percentage of babies with low birth weight, percentage of children living in poverty, juvenile arrests for violent crime, and births to teens; Alaska fared at or near the national average for infant mortality rate, percent of single-parent families, percent of teens who drop out, percent of teens out of school and not working, and percent of children whose parents do not work full time; and Alaska fared worse that the national average for child death rate and teen violent death rate. (HTH)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; *Early Childhood Education; Foreign Countries; Program Descriptions; Research Utilization; Theory Practice Relationship
IDENTIFIERS- *Canada; *Day Care Quality

This paper offers a brief outline of current Canadian research contributing to the understanding of quality in early child care and education, and highlights, as a means of demonstrating elements of high quality, a range of early childhood care and education programs, policies, and practices offered in Canada. Three separate components of Canadian practice are described: (1) the comprehensive new family policy in Quebec, which increases the accessibility of child care; (2) the provision of multi-age groupings that include infants and toddlers in Ontario; and (3) the creation of a Family Development Centre in downtown Toronto designed to meet the diverse needs of parents and children. The paper notes that all three of these components reveal a research-based approach to ensuring that the concepts of quality are evolving. (Author/EV)

ED 439 840 PS 028 462

Brody, Leslie
Gender, Emotion, and the Family.
PUB DATE- 99
NOTE- 364p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Biological Influences; Child Rearing; Comparative Analysis; Context Effect; Cultural Influences; *Emotional Development; Emotional Response; Family Environment; Fathers; Females; Influences; Males; Nature Nurture Controversy; Peer Influence; Power Structure; *Sex; *Sex Differences; *Sex Stereotypes; *Socialization
IDENTIFIERS- *Emotional Expression; *Emotions

Breaking with conventional wisdom, this book integrates a wealth of perspectives and research-- biological, sociocultural, developmental--to explore the nature and extent of gender differences in emotional expression and the question of how such differences come about. In the book, nurture rather than nature emerges as the stronger force in fashioning gender differences in emotional expression. The book shows that whether and how men and women express their feelings varies widely from situation to situation and from culture to culture, and depends on a number of particular characteristics, including age, ethnicity, cultural background, power, and status. The book notes as especially pertinent the organization of the family, in which boys and girls elicit and absorb different emotional strategies. The book also examines the importance of gender roles--whether in the family, the peer group, or the culture at large--and the various patterns of emotional expression used to adapt to power and status imbalances. The book's chapters are: (1) "Introduction," exploring the complexities behind emotional expression; (2) "Understanding Emotional Expression"; (3) "Words, Faces, Voices, and Behaviors"; (4) "Physiological Arousal and Patterns of Emotional Expression"; (5) "Sad or Mad? The Quality of Emotions"; (6) "The State of the Art: Biological Differences?"; (7) "Transactional Relationships within Families"; (8) "Gender

PUB DATE- 99
NOTE- 22p.; "Adopted by the Assembly of Alaska Native Educators."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alaska Natives; Cross Cultural Training; *Cultural Literacy; Cultural Pluralism; *Culturally Relevant Education; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Rural Schools; School Community Relationship; *State Standards; *Teacher Qualifications
IDENTIFIERS- *Alaska; Teacher Community Relationship

These guidelines address issues of concern in the preparation of Alaska teachers who will be expected to teach students from diverse backgrounds in a culturally responsive and educationally healthy way. Special attention is given to the preparation of Native and non-Native teachers for small rural schools in Alaska. To assist personnel associated with teacher education and staff development programs, the guidelines provide specific indicators for determining the knowledge and skills that culturally responsive teachers need above and beyond the teacher performance indicators stipulated by the state. The guidelines are presented as they relate to each of eight Alaska teacher standards, covering teacher philosophy of education and its relationship to practice, teacher understanding of learning theory and practice, teacher respect for individual and cultural diversity, teacher knowledge of content area, instruction and assessment, learning environment, family and community involvement, and professional growth. In addition, general recommendations cover cross-cultural training for educators, internships in rural schools, cultural orientation for beginning teachers, and assistance/oversight by Native educator associations related to implementation of the guidelines. (SV)

ED 439 861 RC 022 292

Cohen, Michael J.
Nature Connected Psychology: Counseling, Environmental Education and Native American School Activities That Let Earth Teach.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consciousness Raising; Conservation (Environment); Cultural Influences; Environmental Education; *Holistic Approach; Mental Health; *Milieu Therapy; Outdoor Education; Psychology; Psychotherapy; *Sensory Experience; Social Bias; *World Views
IDENTIFIERS- *Ecological Psychology; Environmental Awareness; *Nature

Contemporary society has trained us to prejudicially view and fear the sensual and nature as an enemy, villain, or child that must be developed, improved, or managed. By learning and teaching the Natural Systems Thinking Process, we may reverse destructive thinking by letting nature itself help us bring sensations and their integrity back into our consciousness, reasoning, and relationships. The Natural Systems Thinking Process is a nature-connected psychology that uses verbally shared sensory contacts with attractions in nature to improve with disabilities did not vary appreciably for Navajo versus non-Navajo students. Aside from a Navajo oral language test, standardized assessments specifically geared to Navajo students were not available. Two of the greatest challenges that affected educators on the Navajo Reservation were the isolated environment and the language barrier. Many misunderstandings arise from the different communication patterns of Navajos and Anglos, and many taboos and beliefs can interfere with conventional teaching methods. Most respondents felt that the school district could do more to introduce incoming teachers to Navajo cultural beliefs and taboos. The Navajo people's desire to maintain the values of their traditional culture is basically incompatible with those attributes necessary to excel in Anglo society, such as competitiveness, assertiveness, impatience, and restlessness--qualities that the Navajo people have generally rejected as unworthy. Results include recommendations for non-Navajo teachers' approaches related to culture and language. (TD)

ED 439 879 RC 022 351

Raabe, Becky
Parents As Change Agents: Overview of the Arizona Department of Education, Parent Information Network.
PUB DATE- 00
NOTE- 6p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; Change Agents; Elementary Secondary Education; *Information Services; *Leadership Training; Mentors; *Parent Participation; *Parent School Relationship; Parent Workshops; Partnerships in Education; *Special Education; State Departments of Education; State Programs
IDENTIFIERS- *Arizona

The Parent Information Network (PIN) is an initiative of the Arizona Department of Education to involve families of special education students. Led by parents of children with special needs, PIN provides information and technical assistance to families and educators throughout the state. The primary role is to facilitate the volunteer steering committee, Parents Are Liaisons to Schools (PALS), a 21-member volunteer group of parents of special needs children from diverse backgrounds and communities who are appointed for 3-year terms. PALS members offer: parental feedback on special education topics; update local parents and special education directors with information disseminated by the department of education, including legislation and funding issues; give assistance and support to other PALS members; and encourage parents to become aware of their rights and responsibilities under the Individuals with Disabilities Education Act. The concerns and suggestions of parents have been used in state planning and development of new initiatives, including a conflict resolution system, grant funds for parent involvement activities at the local level, parent training workshops, and an information clearinghouse that includes videotape and print material. In partnership with the special education director, PALS members develop an action plan tailored to the unique needs of their local school tested for parenting education outcomes. Results indicate that the program had some impact on parents' reading comprehension, moderate impact on parents' number operations, very large impact on parents' problem solving, and large impact on parents' total mathematics. The program had more impact in the mathematics area than in reading comprehension. The program had no impact on the adults' parenting efficacy, little impact on parental responsibility, some impact on parents' internal locus of control, and some impact on parents' self-esteem. The parenting education materials developed by program staff were found to be interesting, understandable, informative, and utilitarian, but poor in terms of attractiveness. Recommendations included implementing changes to increase reading comprehension, determining the reason for the low parenting efficacy outcomes, and improving the appearance of the parenting education materials. (Contains 22 references.) (TD)

ED 439 896 RC 022 368

Thurston, Linda P.
Practical Partnerships: A Cooperative Life Skills Program for At-Risk Rural Youth.
PUB DATE- 99
NOTE- 47p.; Paper presented at the Annual Conference of the National Rural Education Association (91st, Colorado Springs, CO, September 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Cooperation; At Risk Persons; *Daily Living Skills; *High Risk Students; High School Students; High Schools; Interpersonal Competence; *Partnerships in Education; *Program Effectiveness; Program Evaluation; *Rural Youth; Self Esteem; Workshops
IDENTIFIERS- *Adjudicated Youth; Missouri; Tennessee

Survival Skills for Youth (SSY) is a life skills management program developed for out-of-school youth who have a history of failure in academic or employment settings, or who are considered at-risk for failure in the adult world of work. The skills taught are grouped into 10 areas, one skill category per workshop. The workshops include up to 15 participants who work together in activities that emphasize analysis, practice, and generalization of skills, and provide positive peer support and feedback. The program is organized and delivered via the collaborative efforts of education and noneducation agencies. Ten groups totaling 114 youth aged 12-18 participated in SSY in rural areas of Missouri and Tennessee. Participants included: court-adjudicated youth; youth in foster care, alternative public schools, and summer youth employment programs; dropouts; and youth with emotional or behavior problems. Interagency partnerships were found to be an effective means of providing extracurricular life skills workshops to these at-risk rural youth. Pre- and post-evaluations covered knowledge of life management concepts, self-esteem, social skills, and participant satisfaction. Results show that the workshops were effective in changing the attitudes and behaviors of the participants. Participants responded positively to the satisfaction survey. Eleven bar graphs present results. (Contains 18 references.) (TD)

ED 439 897 RC 022 369

teacher's guide and a hands-on student experiment. (CCM)

ED 439 920 SE 063 328

All about Dinosaurs. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Audiovisual Aids; Biological Sciences; *Dinosaurs; Elementary Education; Environmental Education; *Habitats; Paleontology; Science Education; Videotape Recordings; *Wildlife

Dinosaurs were the rulers of the land 65 million years ago. In this videotape, children learn more about the different kinds of dinosaurs by viewing vivid illustrations and fossil discoveries. Students compare the dinosaurs to their modern kin--snakes, lizards, and crocodiles. Students also listen to different theories to try to answer the big question, What happened to the dinosaurs? This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. The videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 921 SE 063 329

All about Endangered and Extinct Animals. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Animal Behavior; *Animals; Audiovisual Aids; Biological Sciences; Elementary Education; *Endangered Species; Environmental Education; *Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Extinction (Species)

While there are thousands of different animals in the world, some have been extinct for many years and others are on the verge of extinction. In this videotape, students learn about the natural and man-made factors that lead to the endangerment and extinction of animals. Children find out why it is essential for people to help all forms of endangered animals and why it is every person's responsibility to take care of Earth's many creatures. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. This videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 922 SE 063 330

All about Fish. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Earth Science; Elementary School Students; Freehand Drawing; Grade 1; Grade 2; Inquiry; *Journal Writing; *Perception; Primary Education; *Student Journals

The value of children's drawing and writing in science lies in its potential to assist children in making observations, remembering events, and communicating understandings. However, a neglected aspect of children's representations is that they can serve the teacher as guide to children's understandings and as a diagnostic tool. By creating their own journal pages, children are able to depict their ways of seeing and understanding the science phenomenon, constructing or reconstructing the phenomena through their own lens of experience. The objective of this study was to investigate how children represent science phenomena and activities on the journal page. The sample size consisted of 16 first and second grade students participating in a one-week intercession class on earth materials. Data sources included the children's self-produced science journals and field notes based on children's talk and activity. This qualitative and naturalistic research showed that the majority of the students used their science journal pages to represent either the science materials or the physical activity itself. Their understanding was characterized by a simple recording of what happened in the activity. Only a few children represented an understanding of the science processes of mixing and separating as dependent on the size differences between the earth materials. (Contains 5 data tables and 3 figures.) (CCM)

ED 439 946 SE 063 444

Chin, Chi-Chin; Tuan, Hsiao-Lin
Using Museum Setting To Enhance Pre-Service Science Teachers Reflect Their Student Teaching in a Methods Course.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; *Methods Courses; *Museums; Preservice Teacher Education; *Preservice Teachers; Qualitative Research; Reflective Teaching; Science Instruction; Science Teachers; *Teaching Methods
IDENTIFIERS- Taiwan

The purpose of this study was to enhance the reflection of pre-service science teachers by infusing museum resources and context into a methods course. Qualitative methods were used for data collection from 21 students who took the course. The data sources came from field notes, reports, diaries, and interviews. The findings showed that when the methods course was infused with museum resources, it created a novice situation for pre-service science teachers to learn how to teach science. They reflected their practicing teaching in the museum context in the following four categories: (1) the way to use museum resources effectively; (2) the characteristics of science learning in the informal settings; (3) the enlightenment from peers' modeling teaching; and (4) the discrepancies between theory and practice in teaching science. According to their practices, they also showed some obstacles in dealing with teaching in the museum setting. Finally, this study made the suggestions for those teacher educators who

Pulis, Lee
Construct-a-Glove. Science by Design Series.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 95p.; For other books in the Science by Design Series, see SE 063 488-491.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Construction (Process); *Design; High Schools; Problem Solving; Research Methodology; Resource Materials; *Science Activities; Teaching Methods; Technology
IDENTIFIERS- *Gloves

This book is one of four books in the Science-by-Design Series created by TERC and funded by the National Science Foundation (NSF). It offers high school students a challenging, hands-on opportunity to compare the function and design of many types of handwear from a hockey mitt to a surgical glove, and design and test a glove to their own specifications. Students learn the basic principles of product design while exploring the principles of physics and technology necessary to construct and test an insulated glove. The activities have assessment suggestions and Internet extensions through the National Science Teachers Association's (NSTA) sciLINKS program and are designed to meet the new International Technology Education Standards as well as the National Science Education Standards. Key ideas include: (1) "Homeothermic process maintaining a constant internal body temperature "--the measured and perceived warmth of a hand is related to its direct connection to the body's heat engine and the hand's relatively large ratio of surface area to volume. Variables that add complexity to an insulated-glove system design relate to the multiple functions of the hand: an appendage for body cooling, environmental sensing, and manipulating objects; (2)"Heat energy transfer processes, insulation materials, and dexterity"--student teams measure temperature change over time as a gloved hand is exposed to cold. Properties of various materials are explored for their effect on hand warmth and dexterity; (3) "Inquiry"--experiments are designed by students to supplement "fair test" comparisons of several manufactured gloves. Students conduct "hands-in" research to determine combinations of glove materials that balance thermal effectiveness with dexterity for a specific function; and (4) "Design"--students undertake an iterative, multi-disciplinary process that includes research, testing, and evaluation feedback loops as part of the product development cycle. Students work in development teams to design and construct an insulated glove system prototype and present their research and development efforts in a product prospectus. Appendices contain inquiry and design processes, text reconstruction, and various factors and variables to consider during construction. (Contains a glossary and 28 references.) (CCM)

ED 439 967   SE 063 491

Pulis, Lee
Construct-a-Catapult. Science by Design Series.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 102p.; For other books in the Science by Design Series, see SE 063 488-490.
LANGUAGE- English

Civil Rights.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 95
NOTE- 313p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Administrator Role; *Civil Rights; Elementary Secondary Education; Equal Opportunities (Jobs); *Government Role; Health; Higher Education; Minority Groups; Presidents of the United States; *Social Problems
IDENTIFIERS- *Clinton Administration; Contract with America

This report is the work of the Citizens' Commission on Civil Rights, a bipartisan group of former federal officials with responsibility for equal opportunity. Part 1 contains three chapters: (1) "Introduction"; (2) "Executive Summary and Review"; and (3) "Recommendations of the Commission." Part 2 contains the following working papers: (4) "Minority Poverty: The Place-Race Nexus and the Clinton Administration's Civil Rights Policy" (George Galster); (5) "An Unseen Attack in Civil Rights: The Anti-Regulatory Agenda in the Contract with America" (Gary D. Bass); (6) "The Clinton Record on Judicial Nominations at Mid-Term" (Elliot M. Mincberg); (7) "Interim Report on Performance of U.S. Commission on Civil Rights during the Clinton Administration" (John C. Chambers and Brian P. Waldman); (8) "The Equal Employment Opportunity Commission" (Alfred W. Blumrosen); (9) "The Clinton Administration and Civil Rights Enforcement in Elementary and Secondary Education" (Patricia A. Brannan); (10) "Minority Access to Higher Education" (Reginald Wilson); (11) "In Search of a Vision: Gender Equity in Education in the Clinton Administration" (Verna L. Williams, with assistance from Steven C. Hodge); (12) "Equal Employment Opportunity" (Helen Norton); (13) "The Employment Non-Discrimination Act" (Chai R. Feldbaum and Stephen J. Curran); (14) "Voting Rights Act Enforcement: An Agenda for Equal Electoral Opportunity" (Arthur A. Baer and Pamela S. Karlan); (15) "Federal Fair Housing Enforcement: The Clinton Administration at Mid-Term" (John P. Relman); (16) "Immigrants and Public Services: Some Principles for Reform" (Wendy Zimmermann); (17) "Federal Action to Confront Hate Crimes: Preventing Violence and Improving Police Responses" (Michael Lieberman); (18) "Access to Justice: Environmental Justice" (Alice L. Brown); (19) "Minority Health Care Issues" (Maya Wiley); (20) "Invisible Women: Uncovering the Health Care Problems Faced by Women of Color" (Jocelyn Frye); (21) "ADA and the Clinton Administration" (Charles D. Goldman); (22) "Another Take on 'ADA and the Clinton Administration'" (Chai R. Feldblum); and (23) "Electronic Redlining: Discrimination in the Information Superhighway" (James J. Halpert and Angela Campbell). (BT)

ED 439 989   SO 030 830

Malone, Bobbie; Fajardo, Anika
Learning from the Land: Wisconsin Land Use. The New Badger History Series. Teacher's Guide and Student Materials.
PUB DATE- 98
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Grade 4; Intermediate Grades;

Hulley, Kathy S.
An Instructional Package Integrating Science and Social Studies Instruction at the Fifth Grade Level.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (28th, Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Grade 5; Integrated Activities; *Interdisciplinary Approach; Intermediate Grades; Qualitative Research; *Science Education; *Social Studies; *State Standards
IDENTIFIERS- Mississippi State Department of Education; National Science Education Standards

A qualitative study was undertaken to create lesson plans that integrate science and social studies with the hope that teachers will expand them and incorporate them into their curricula. An instructional package of lesson plans that teachers can use to integrate the science and social studies curriculum was devised. The "Mississippi State Department of Education Curriculum Guidelines and Objectives for Social Studies" (1995) contains 15 competencies at the fifth-grade level. Three standards from the National Science Education Standards (1996) were chosen: science and technology, science in personal and social perspectives, and the history and nature of science. Each competency for the social studies has three lesson plans that integrate the selected three standards from the National Science Education Standards. A total of 45 lesson plans were written integrating science and social studies. Each lesson plan includes an objective, materials, procedures, and evaluation for teachers. Teachers are encouraged to use the lesson plans as guides to create lessons that correspond to their school's particular curriculum guidelines. Consideration should be given to the learning levels and learning styles of the classrooms. (Contains 45 references.) (BT)

ED 440 011 SO 031 427

Murphy, Kathleen P.
From Mexican "Talleres de Artesanos" to ESL Writer's Workshop. Fulbright-Hays Summer Seminars Abroad, 1999 (Mexico).
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Thinking; *Cultural Context; Curriculum Development; Design Crafts; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Latin American History; Multiple Intelligences; *Writing (Composition); Writing Workshops
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Mexican Arts; *Mexico

This curriculum unit is adaptable for students in grades 1-12, from Mexico, Latin America, or any culture using the Roman alphabet in their written language. The unit proposes that students of limited English proficiency will transition from

*Thinking Skills
IDENTIFIERS- Trade Books

A great companion to the original "Social Studies through Children's Literature," this teacher's handbook gives theoretical support for integrating social studies and literature disciplines and serves as an instructional guide for classroom use. The guide is divided into two parts: (1) "Children's Literature in the Social Studies Curriculum" (provides a philosophical background for integrating social studies and whole language across the curriculum through thematic units based on children's literature); and (2) "Activities and Processes" (organizes lessons by the seven major areas of the social studies curriculum: child and self; family; community and neighborhood; city and country; states and regions; nation and country; and the world). Each chapter begins with a book summary followed by a list of social studies disciplines and National Council for the Social Studies (NCSS) thematic strands that will be explored through the story. Critical thinking questions are given, followed by a list of related books. This book offers Web sites in the activity sections as well as three readers theater scripts. It includes annotated bibliographies of quality social studies resources categorized for easy access and a separate annotated bibliography for Web sites organized thematically. The book may be used by social studies teachers for different elementary school grade levels. (BT)

ED 440 032 SO 031 678

Fiske, Edward B.; O'Grady, Barbara
Education for All: A Global Commitment. A Report of the United States to the International Consultative Forum on Education for All.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Adult Basic Education; Developing Nations; Educational Assessment; *Educational Improvement; Educational Policy; *Educational Quality; *Educational Trends; Elementary Secondary Education; Equal Education; International Programs; Partnerships in Education
IDENTIFIERS- *World Declaration on Education for All

This document constitutes the United States Education for All 2000 Assessment Report. The report was organized and prepared with the oversight of an eight-member commission made up of representatives of both government and private organizations in the United States. As the United States continues to improve its educational system, it remains deeply committed to engagement in international education and to sharing its experiences with others. The following activities, essential to improving education over the next 15 years, offer opportunities for collaboration with other countries as the nations of the world work together toward the goal of increased opportunities for education for all: (1) increase educational quality; (2) increase access to formal schooling and other forms of education; (3) strengthen the skills of new and experienced teachers; (4) explore the strengths of various educational technologies and enhance access to them; (5) increase international comparisons and assessments; and (6) pursue an agenda of continuous learning from early childhood on. (Contains 97 references and 147 endnotes.) (BT)

*Educational Change; Elementary Secondary Education; Faculty Development; Graduate Study; Grantsmanship; Higher Education; Leadership Qualities; Masters Programs; *Teacher Researchers; Teacher Role
IDENTIFIERS- *Reform Efforts

This report presents a teacher-based action research model for preparing classroom teachers to assume leadership roles in educational reform. A task force, convened in 1995 at one college, identified critical characteristics for integrating professional development and university requirements for a graduate degree. It evolved into a reflective learning cohort version of the M.Ed. in Curriculum and Instruction. This collaborative learning community cohort model focused on self-directed learning documented in professional portfolios; action research inquiry documented in a research portfolio or thesis; grant writing and reporting skills; professional conference participation and presentation; and development of specialized expertise through graduate work in a subject, discipline, or professional area consistent with individual teachers' professional goals and responsibilities. This report details the operationalization of this framework at three sites, highlighting how teachers emerged in leadership roles in school reform. It documents their experience in grant funding, action research, focus group interviewing, staff development planning, curricular change, and other professional development activities. Arts-based educational research data from 75 program participants are presented to support the finding that this approach to graduate programs prepares master educators to assume leadership roles in reforming education to meet today's students' complex needs. (Many sections contain references.) (SM)

ED 440 053 SP 039 092

Banks, Debra
Issues of Supply and Demand: Recruiting and Retaining Quality Teachers. School Development Outreach Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 36p.; Audiotapes are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Administrator Role; Alternative Teacher Certification; Community Colleges; *Educational Policy; Educational Quality; Elementary Secondary Education; Higher Education; Policy Formation; Preservice Teacher Education; School Districts; Student Recruitment; Teacher Competencies; *Teacher Persistence; *Teacher Recruitment; *Teacher Supply and Demand; Teachers; Teaching Conditions

This multimedia School Development Outreach Project package on teacher quality provides a perspective on this emerging education issue arising from national, state, and local leaders. The package contains a set of two audiotapes and a booklet. The booklet gives an overview of the issue, examples of research and current practice, and suggestions for a broad range of policymakers to make improvements. Its five chapters are: (1) "Introduction"; (2) "Expanding the Pool and Improving the Pipeline into Teaching: Recruitment"; (3) "Retention: How To Keep Good Teachers When You Get Them"; (4) "The

PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College School Cooperation; Computer Literacy; *Computer Uses in Education; Cooperating Teachers; *Educational Technology; Elementary Secondary Education; *Experiential Learning; Faculty Development; Higher Education; Inservice Teacher Education; *Interdisciplinary Approach; Mathematics Education; Partnerships in Education; Preservice Teacher Education; Science Education; Teacher Improvement; Teachers; Teaching Methods
IDENTIFIERS- Clarion University of Pennsylvania; Learning Communities

This paper describes Clarion University of Pennsylvania's TACCOL (Technology Advancing a Continuous Community of Learners) program. TACCOL develops and implements an innovative environment for interfacing technology with mathematics and science education while achieving and maintaining systemic change in teacher education and K-12 learning. TACCOL's goal is to provide professional development for higher education faculty, prospective teachers, and cooperating teachers from local school districts to enhance instruction in mathematics and science through the use of computers, graphing calculators, calculator-based rangers, calculator based-laboratories, and multiple probes. A variety of professional development activities have been used to enable participants to acquire minimum competencies. Participants learn through hands-on, interactive activities, with a constructivist approach to teaching and learning. TACCOL will be sustained through continued university and school professional development opportunities, curricular change, and the ongoing integration of technology into mathematics and science content classes. Since university faculty have been trained to use the technology, they are integrating technology use into general education and methods courses for prospective teachers. Prospective teachers are feeling confident about integrating technology into their future classrooms. Practicing teachers who participated in summer workshops are prepared to integrate technology into their classrooms. (SM)

ED 440 072   SP 039 112

Vare, Jonatha W.; Dewalt, Mark W.; Dockery, E. Ray
Predicting Student Retention in Teacher Education Programs.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Cognitive Style; Elementary Secondary Education; *Grade Point Average; Higher Education; Prediction; Preservice Teacher Education; *School Holding Power; Scores; *Student Teachers
IDENTIFIERS- Scholastic Assessment Tests

This paper describes the preliminary results from a longitudinal (shortage area priorities, bilingual/English as a Second Language, special education, science, and mathematics) and discusses teacher shortage area loan deferments. It also presents data on working conditions by education service center regions and examines district types (urban, suburban, rural, and nonmetropolitan). Finally, the report presents a description of a typical Texas teacher's workday and offers data on Texas student performance. (Contains 35 references.) (SM)

ED 440 091   SP 039 139

Stevens, Nancy, Ed.
Texas Teacher Diversity and Recruitment. Teacher Supply, Demand, and Quality Policy Research Project.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Diversity (Faculty); Diversity (Student); Educational Research; Elementary Secondary Education; *Enrollment Trends; Equal Education; Higher Education; *Minority Group Teachers; Nondiscriminatory Education; Preservice Teacher Education; Socioeconomic Status; Teacher Recruitment; Teacher Supply and Demand; Teachers
IDENTIFIERS- *Texas

This report is the second in a four-part series of research reports covering teacher supply, demand, quality, and policy. It focuses on the diversity of the Texas teaching force in terms of race/ethnicity and gender, explaining that the Texas teaching force is far from matching the diversity of the student body. After discussing why ethnic diversity is important, the report focuses on student enrollment growth and examines curriculum policy and course enrollment trends. The report also examines teacher demographics, focusing on teaching assignments. Next, the report discusses diversity as it relates to students, teachers, and gender. It also looks at the pipeline of Texas teachers and discusses how to improve the status of minority students in education. Additional information is presented on trends in student and teacher ethnicity, indexes for measuring teacher diversity, and the correlation between diversity, socioeconomic status, and student performance. (Contains 24 references.) (SM)

ED 440 092   SP 039 141

Blake, Sally; Hurley, Sandra; Linbjero, Josefina; Harcar, Vicki
Preservice Teachers' Changing Perceptions of Professional Ethics as They Experience Increased Time in the Schools.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Elementary Secondary Education; *Ethics; Higher Education; Preservice Teacher Education; *Student Teacher Attitudes; Student Teaching
IDENTIFIERS- *Professional Ethics

This study investigated changes in student teachers' attitudes test responses beyond simple measures such as facility or discrimination indices in classical test theory. Item response theory (IRT) has much to offer but its nonintuitive content and difficulty make it a formidable obstacle in teachers' use of this assessment methodology. B. Wright, R. Mead, and L. Ludlow (1980) have devised a useful IRT diagnostic tool called KIDMAP that is increasingly being popularized in local school contexts. KIDMAP provides feedback on individual students' responses to test items. Strengths and weaknesses of the use of KIDMAP are briefly discussed. (Author/SLD)

ED 448 112   TM 032 715

Roberts, J. Kyle
Nested ANOVA vs. Crossed ANOVA: When and How To Use Which.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Analysis of Variance; *Research Design; Research Methodology
IDENTIFIERS- *Nested Data

Analysis of variance (ANOVA) designs typically use what is referred to as crossed design to test for differences between means of groups. In a balanced, or crossed, one-way ANOVA, each student (unit of analysis) would have a score in each of the experimental conditions. In a two-way design, the analysis is considered crossed if each level from one way is contained in each level of the other way. In this design, every person (unit of analysis) has a score in every cell. Many experimental designs in the behavioral sciences do not qualify as a crossed design. Units of measurement are rather "nested" inside other factors. A crossed experimental design would neglect the hierarchical structure of the data and produce incorrect interpretations of results. Neglecting a nested design when one actually exists will make the researcher: (1) wrongly attribute a main effect to an interaction effect when, in fact, no interaction exists; (2) divide by the wrong degrees of freedom when determining the mean square and F-value (and the statistical significance of the F-value); and (3) assume that a main effect has a smaller effect size (eta-squared) because the sum of squares for that effect is being partly attributed to the interaction effect. (SLD)

ED 448 113   TM 032 716

Price, Cristofer; Karweit, Nancy
The "Prospects" Study of Educational Growth and Opportunity: Overview of Study Design, Analysis Methods and Results.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999) and the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Disadvantaged Youth; Elementary Education; Longitudinal Studies; *Program Evaluation; *Research Design; Standardized

one comes to the target. Calculations are presented for: (1) percentile discrepancy (the difference between the percentile rank of the obtained test score compared to perfectly accurate measurement); (2) comparisons of a student score to a standard (e.g., national norm 50th percentile); (3) test-retest consistency (difference between the percentile rank of the obtained test score in two repeated administrations; and (4) comparison of two students (difference between the percentile rank of the obtained test scores for two students of different achievement levels.) One important theme is to compare the results of these calculations with the traditional interpretations of the test reliability coefficient; e.g., whether high reliability implies good accuracy. (Contains 18 tables, 33 figures, and 9 references.) (SLD)

ED 440 135   TM 030 747

Data Standards: 1999-2000 Public Education Information Management System.
PUB DATE- 99
NOTE- 610p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; *Data Collection; Elementary Secondary Education; Information Management; *Information Systems; School Districts; *Standards
IDENTIFIERS- *Texas

The submission of Public Education Information Management System (PEIMS) data is required of all Texas school districts. These data standards provide instructions regarding the submission of all PEIMS data from school districts to the Texas Education Agency. The standards describe the PEIMS data reporting requirements and the data elements and codes used to report them. The document details the responsibilities of school districts, education service centers, and the Texas Education Agency in connection with the data submission process, and it provides descriptions of the data submission requirements, including submission record layout specifications and data edit specifications. Three appendixes provide additional details on data categories and elements. An addendum (dated July) updates the data requirements first sent in March 1999. (SLD)

ED 440 136   TM 030 748

Results of College Admissions Testing in Texas for 1992-93 Graduating Seniors.
PUB DATE- 95
NOTE- 73p.; For the 1991-1992 results, see ED 378 207.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; Educational Trends; *High School Graduates; High Schools; Higher Education; *National Norms; State Programs; *Test Results; Testing Programs
IDENTIFIERS- ACT Assessment; *Scholastic Aptitude Test; *Texas

This annual report presents results from the Scholastic Aptitude Test (SAT) of the College Board's Admissions Testing Program and the American College Testing (ACT) Program's original and enhanced ACT assessment for prior year graduating seniors. The last decade had brought some recovery over the decline of the

Improving Student Achievement: What State NAEP Test Scores Tell Us.
SPONS. AGENCY- Danforth Foundation, Clayton, MO.; National Assessment of Educational Progress, Princeton, NJ.
PUB DATE- 00
NOTE- 302p.; Research also supported by the ExxonMobil Foundation, the NAEP Secondary Analysis Program, and the Center for Research on Educational Excellence and Diversity.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Educational Improvement; Educational Trends; Elementary Secondary Education; *Expenditure per Student; National Surveys; *Test Results; Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress; Reform Efforts

This report uses data from the National Assessment of Educational Progress (NAEP) from 1990 through 1996 to estimate score gains nationally and by state. It also uses these data to estimate the effects of varying levels and uses of per-pupil expenditures. The report also estimates the cost-effectiveness of the major alternatives for using educational resources. Overall, the results paint a more positive picture of U.S. education than is commonly portrayed. Both the level of expenditure per pupil and its allocation affected student achievement. It is concluded that differences in score increases across the states cannot be explained by resource changes and may provide initial evidence that educational reform is working. The chapters are: (1) "Introduction"; (2) "The State NAEP Achievement Results and State Family and Educational Characteristics"; (3) "Review of the Literature"; (4) "Methodology"; (5) "Trends in State Scores"; (6) "Estimating Scores across States for Students from Similar Families"; (7) "Effects of State Educational Policies"; (8) "Assessing the Cost-Effectiveness of Different Resource Utilizations"; and (9) "Conclusions." Twelve appendixes contain additional information about statistical results and NAEP outcomes. (Contains 27 figures, 61 tables, and 145 references.) (SLD)

ED 440 155 UD 033 284

Juvenile Justice: A Century of Change. 1999 National Report Series. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 21p.; Information in this bulletin is taken from chapter 4 of "Juvenile Offenders and Victims: 1999 National Report"; see ED 435 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Court Litigation; Criminal Law; Delinquency; Federal Legislation; *Juvenile Justice; Rehabilitation; State Legislation; Violence
IDENTIFIERS- Criminal Justice System; *Juvenile Crime; Juvenile Justice Delinquency Prevention Act 1974; Supreme Court

This report describes the development of the juvenile justice system in the United States. It uses current data to look at where it is heading, and the recent trend of transferring certain juvenile cases to adult criminal court. Section 1 explains that the juvenile justice system was founded on the concept of rehabilitation through individualized justice.

overview of its educational reform efforts, and an analysis of recent developments in school choice and charter schools, along with a review of the positions of the governor and the state legislature on school choice. State contacts for further information on school choice are provided. Appendixes contain a list of national organizations that promote school choice and a review of state home school laws. (SLD)

ED 440 177 UD 033 471

Semmens, Robert A.
Full-Service Schooling, "At Risk" Students and Democratic Citizenship.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the British Educational Research Association (Brighton, England, United Kingdom, September 2-5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alienation; *Citizenship Education; Curriculum Development; *Democracy; Elementary Secondary Education; Foreign Countries; *High Risk Students; Participation
IDENTIFIERS- *Australia; *Full Service School Model

Currently in Australia, two school-based initiatives, "full-service" schooling and civics/citizenship curriculum, have been introduced to address two aspects of the problem of youth alienation from school and society. The "full-service" response is to provide coordinated access to health and welfare services so that "at risk" students are able to participate more fully in schooling. The civics and citizenship response teaches all students about governance so that they can participate more fully in the affairs of their community. This paper presents data suggesting that both responses will have a peripheral impact on the problem of youth alienation because they do not engage students in definition or solution of their problems. Attention is drawn to the educational limitations of the various models for implementing "full-service" schooling, and to the limitations of the civics and citizenship curriculum, which does not begin with student involvement in classroom and school governance. A recent proposal by A. Pearl and T. Knight (1999) for democratic education theory to inform classroom practice is presented as a more comprehensive approach to engaging all students constructively in defining and solving the real problems of importance to them and the future of their society. (Contains 45 references.) (Author/SLD)

ED 440 178 UD 033 472

Decker, Larry E.
The Evolution of the Community School Concept: The Leadership of Frank J. Manley. National Community Education Publication Series.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Schools; Elementary Secondary Education; *Leadership; Philanthropic Foundations; *Urban Schools

The essays in this collection describe the contributions of Frank from Tennessee's Project STAR" (Jayne Boyd-Zaharis and Helen Pate-Bain); (2) "Teacher Aides: An Alternative to Small Classes?" (Jeremy D. Finn, Susan B. Gerber, and Stacey L. Farber); (3) "Why Should Reduced Class Size Lead to Increased Student Achievement?" (Lorin W. Anderson); (4) "Professional Development and Implementation of Class Size Reduction" (Carolyn M. Evertson); (5) "How Might Teachers Make Smaller Classes Better Classes?" (Jere Brophy); (6) "The California Class-Size Reduction Evaluation: Lessons Learned" (George W. Bohrnstedt, Edward W. Wiley, and Brian M. Stecher); (7) "Wisconsin's Student Achievement Guarantee in Education (SAGE) Class-Size Reduction Program: Achievement Effects, Teaching and Classroom Implications" (Alex Molnar, Philip Smith, John Zahorik, Amanda Palmer, Anke Halbach, and Karen Ehrle); (8) "Ten Years of Small Class Size in Burke County, North Carolina" (Pauline Egelson and Patrick Harmon); (9) "Should Class Size Be a Cornerstone for Educational Policy?" (Charles M. Achilles and Jeremy D. Finn); (10) "Using Class-Size Reduction Resources To Create a Learning Community: A Case Report of Gundry Elementary School" (Matthew Hanson); (11) "Part-Time Class Size Reduction at Fall City Elementary" (Kathleen Cotton and Joyce Riha Linik); (12) "Johnson Elementary School: A Case Report" (Caitlin Howley-Rowe); (13) "An Economist's View of Class Size Research" (Alan B. Kreuger); and (14) "School Characteristics and Classroom Practice: Smaller versus Larger Classrooms" (Margaret C. Wang and Judith C. Stull). (SLD)

ED 440 199   UD 033 494

Johnson, Charmaine D.
The Exit Skills Summer Learning Academies Staff and Parents' Perceptions.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Basic Skills; Elementary Education; Elementary School Students; Elementary School Teachers; Parent Attitudes; *Parents; *Principals; *Remedial Programs; *Summer Programs; *Teacher Attitudes
IDENTIFIERS- *Detroit Public Schools MI

The Exit Skills Summer Learning Academies of the Detroit Public Schools, Michigan, were created to provide additional instruction to students in kindergarten and grades one through five who did not master specific objectives during the regular school year. A total of 174 schools participated in the 1998-1999 Exit Skills Summer Learning Academies, and more than 8,000 students received program services. This evaluation assessed the staff and parents' perceptions of the program. Data came from questionnaires completed by 120 principals, 871 teachers, 5 other respondents, and 2,491 parents. Survey findings indicate that both staff members and parents would like the program to continue. Teachers were concerned about the delay of supplies, selection of staff, hours of operation, student attendance, the lack of time to complete tasks, and class size. Parents were concerned about the field trips, length of the program, lunch menus, and homework assignments. Parents, teachers, and administrators were pleased that the program allows for additional teaching strategies and more individualized instruction. Extending program length and increasing inservice training are recommended. An appendix

(141)
DESCRIPTORS- Accountability; *Community Colleges; Educational Assessment; *Educational Quality; *Institutional Mission; *Outcomes of Education; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Barton County Community Junior College KS

The Barton County Community College Board of Trustees strives to emphasize: (1) outward vision rather than an internal preoccupation; (2) encouragement of diversity in viewpoints; (3) strategic leadership above administrative detail; (4) clear distinction between Board and staff roles; (5) collective rather than individual decisions; (6) the future rather than the past or present; and (7) productivity. Keeping with those characteristics, the 1999 Report Card highlights the accomplishments of the College's students and employees. This report presents a table of student characteristics and describes the College's goals that embody the Board's long-range mission. It also summarizes the Planning Council's six goals for 1999-2004 in the areas of community relations, marketing, quality teaching and learning, and resource management. This report also highlights the College's accomplishments in such areas as service to area business and industry, online training opportunities, recruitment and retention of full-time students, BARTONline, and implementation of the state's new performance method that includes 13 core indicators of success. The report includes individual faculty, staff, and athletics accomplishments, concluding with a look at the college's finances and the 1999 budget. (VWC)

ED 439 747 JC 000 255

Eickmeyer, Barbara; Hill, Stephen; Kozak, Kathryn
Assessment Program Technical Progress Report, 1998-1999.
PUB DATE- 00
NOTE- 208p.; For the 1997-1998 report, see ED 429 627.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Annual Reports; *Community Colleges; Educational Assessment; *Institutional Evaluation; *Institutional Research; *Outcome Based Education; Program Evaluation; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Coconino Community College AZ

This report records the assessment and institutional research activities at Coconino Community College during the 1998-1999 academic year. These activities are part of an effort to evaluate institutional effectiveness with respect to college mission, programs, and instruction. It focuses on past and present assessment activities and future goals, and provides information on student enrollment, characteristics, and services. Sections are as follows: (1) purpose of the report; (2) executive summary; (3) assessment and institutional effectiveness model, including discussion of college mission, strategic plan, and assessment goals; (4) assessment plan and timelines; and (5) implementation and outcomes, describing the principal committee for institutional effectiveness (PIE) and discussing indicators, pilot projects, general education, and the retention study. Appendices include an IE model, PIE forms, retention study data from fall and spring 1998, and 1998-1999 year-end reports. Contains a glossary of terms, 26 tables, and 3 figures. (RDG)

ED 439 748 JC 000 262

DESCRIPTORS- *Administrative Organization; *Community Colleges; *Decision Making; Educational Planning; *Educational Policy; *Governance; Governing Boards; Institutional Mission; Organizational Objectives; Policy Formation; Two Year Colleges

This paper, which focuses on shared governance in community colleges, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. Shared governance, or "collegial decision making," entails distributing authority, power, and influence for academic decisions among campus constituencies. Campus constituencies may include faculty, students, administrators, staff, unions, faculty senate, and the board of trustees. Historically, community college governance flowed from the president at the top down through layers of other administrators and faculty. As community colleges are increasingly being expected to quickly deliver customer service and redesign curricula to meet community and industrial needs, shared governance will become more crucial. Presented in this document are the advantages and disadvantages of shared governance. The importance of establishing a clear definition of shared governance and how it fits into the college's mission is a prerequisite to designing appropriate training for faculty and staff. It is recommended that specific areas of action be outlined before decisions are made so that each constituent group is aware of the scope of its responsibilities and authority. (AF)

ED 439 767 JC 000 290

Rubin, Sarah; Autry, George
Rural Community Colleges: Catalysts for Economic Renewal. Policy Paper.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 98
NOTE- 9p.; For other policy papers in this series, see JC 000 286-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Community Colleges; *Economic Development; Educational Planning; *Educational Policy; Job Training; Organizational Objectives; Policy Formation; *Rural Development; *Rural Education; Rural Population; State Aid; Two Year Colleges

This paper, which focuses on rural community colleges, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. One in four rural communities are severely economically depressed with a poverty rate exceeding 20%. Many state policies and programs, which were designed for urban areas, do not fit in rural situations, yet rural community colleges have great potential for economic renewal in regards to both place-based economic development and people-based educational training. This document presents a historical background, along with options for supporting the economic development mission of rural community colleges. These options include: (1) ensuring financial viability for small/rural colleges; (2) ensuring that rural colleges can offer important high-cost programs; (3) enabling rural colleges to use telecommunications affordably and effectively; (4) encouraging economies of scale through regional collaboration; and (5) supporting workforce training in rural communities.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Behavior Problems; Classroom Environment; *Classroom Techniques; Discipline; Discipline Problems; Elementary Education; Emotional Abuse; Problem Children; Student Problems; Teacher Role; *Verbal Abuse
IDENTIFIERS- *Heckling

Addressing the problem of children being emotionally abusive to each other in the form of heckling and the more serious "put-down," this paper suggests that this behavior can stem from a need for attention, resistance, an inability to express feelings more appropriately, or a desire to test an adult's strength. It is important to listen to children and understand why they are doing something before punishing them, and this paper discusses the need for and use of limits in the classroom. Role play can be a good device for teaching students how to respond effectively, rather than weakly, to a heckler. Techniques include standing tall, looking directly into the eyes of the person you're saying "no" to, and using a firm voice. The paper offers samples of other activities to do with children that promote their thinking about how they feel and how their actions affect themselves and others. Children need more help dealing with put-downs than with heckles, and adults should step in to identify the interaction as a put-down and to stop it. Class discussion, respectful teacher behavior, and provision of a haven in the classroom for angry or upset children are offered as ways to promote appropriate behavior. The paper concludes with findings from Educators for Social Responsibility on dealing with aggressive students, and a list of 11 basic concepts to remember when dealing with negative classroom behavior. (EV)

ED 439 786   PS 028 368

Bergmann, Barbara R.
Subsidizing Child Care by Mothers at Home. Working Paper Series.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; *Day Care; Early Childhood Education; *Employed Parents; Family Work Relationship; Federal Aid; Financial Policy; *Financial Support; *Homemakers; Labor Force Nonparticipants; *Mothers; Sex Role
IDENTIFIERS- Child Care Costs; Child Care Legislation; *Subsidized Child Care Services

At first look, it seems inconsistent and unjust to give help to families which place their children in nonparental care, and deny equivalent help to families in which a parent provides all the care. One might argue that parents who buy care and parents who give care themselves have the same very burdensome problem to deal with and are just handling it in somewhat different ways. Whichever way it is handled, providing care for young children is financially stressful, and both sets of parents might be thought to deserve some government-provided relief from the financial stress. Yet reflection shows that there are substantial reasons for treating them differently--for limiting child care subsidies (although not necessarily other kinds of subsidies) to families that use nonparental child care. First, because of the homemaker's productive activities, a one-earner couple has a higher standard of living than a two-earner couple

DESCRIPTORS- *Comparative Analysis; Early Childhood Education; *Family School Relationship; *Kindergarten; Longitudinal Studies; Parent Participation; Parent Teacher Cooperation; *Preschool Teachers
IDENTIFIERS- Project Head Start

Preschool and kindergarten teachers were asked to record their contacts with families, using a daily diary method. Family-school contact was compared among a Head Start program, a local preschool program, and a kindergarten program. Rates and characteristics of contact between families and school were examined cross-sectionally and longitudinally. The most central finding of the 2-year study was that kindergarten family-school contacts were less frequent and more likely to be focused on children's problems than were preschool contacts. Also, the study showed that family involvement differed among preschool programs. This corroborates earlier findings that parents are more likely to become involved in their child's education when they perceive that schools are working to involve them. (EV)

ED 439 806 PS 028 419

Curtis, Patrick A., Ed.; Dale, Grady, Jr., Ed.; Kendall, Joshua C., Ed.
The Foster Care Crisis: Translating Research into Policy and Practice. Child, Youth, and Family Services Series.
PUB DATE- 99
NOTE- 258p.; Foreword by Senator John D. Rockefeller IV. Published in association with the Child Welfare League of America.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Adoption; Caseworker Approach; *Child Welfare; *Children; *Foster Care; *Foster Children; Medical Services; Mental Health Programs; Minority Group Children; Predictor Variables; Public Policy; Research and Development; Theory Practice Relationship
IDENTIFIERS- Child Protective Services; Family Reunification; Kinship Foster Care; Welfare Reform

Noting that one of the biggest obstacles to reforming the foster care system has been the relative unavailability of research data from the field, this book provides an overview of the current state of foster care, describes the special needs of children living in foster care, and identifies policies and practices that address the foster care crisis. Following an introduction, "The Chronic Nature of the Foster Care Crisis" (Patrick A. Curtis), the chapters are: (1) "Foster Care Dynamics" (Robert M. Goerge, Fred Wulczyn, and Allen Harden); (2) "The Adoption and Foster Care Analysis and Reporting System: Implications for Foster Care Policy" (Raymond Collins); (3) "Predictors of Child Protective Service Intake Decisions: Case Closure, Referral to Continuing Services, or Foster Care Placement" (Susan Zuravin and Diane DePanfilis); (4) "Foster Care and the Special Needs of Minority Children" (Anthony J. Urquiza, Jane Wu, and Joaquin Borrego, Jr.); (5) "Incorporating the Perspectives of Youth Placed in Family Foster Care: Selected Research Findings and Methodological Challenges" (Mary C. Curran and Peter J. Pecora); (6) "Foster Care and the Costs of Welfare Reform" (Mark E. Courtney); (7) "Recent Trends in Kinship Care: Public Policy, Payments, and Outcomes for Children" (Jill Duerr Berrick and Barbara Needell); (8) "A Proposal for Universal Medical and Mental Health Screenings for Children Entering Foster Care" (Grady Dale, Jr., Joshua C. Kendall, and Janet Stein Schultz); (9) "Foster Care and

ED 439 823 PS 028 438

Schmid, Margaret
Planning the Beginning with the End in Mind: Evaluating Outreach and Enrollment Strategies, A Case Study. An Interview with Pat Redmond, Health Director, Philadelphia Citizens for Children and Youth, a NACA Member Organization. Issue Brief.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Child Advocacy; Child Health; Eligibility; *Enrollment; *Evaluation Methods; *Health Insurance; *Outreach Programs; *Program Effectiveness; Program Evaluation; State Federal Aid; State Programs
IDENTIFIERS- *Childrens Health Insurance Program; *Participatory Evaluation

The State Children's Health Insurance Program (SCHIP) in 1997 signaled a major increase in time, energy, creativity, and money devoted to enrolling eligible children in health insurance programs. Child advocates and others have focused on developing outreach and enrollment strategies to bring the benefits of these new SCHIP programs to children and their families. Noting that knowing whether these strategies are working is as urgent as the strategies themselves, this issue brief discusses the role of participatory evaluation in keeping a clear focus on the purpose of the project and its learning objects in order to develop a program which can be evaluated for effectiveness, not only at the project's completion, but while the project is underway. Every project component--planning the activities, identifying the participants, developing the training, deciding on the data to be collected, and designing the tracking forms--needs to be measured against these questions: Why are we doing this project? and What do we want to know when the project is over? An interview with Pat Redmond, the health director at the Philadelphia Citizens for Children and Youth, is presented to illustrate how participatory evaluation leads to a project that can be evaluated for effectiveness. (KB)

ED 439 824 PS 028 440

Hawai'i Family Touchstones, 1999.
SPONS. AGENCY- Hawaii Kids Count, Honolulu.
PUB DATE- 99
NOTE- 40p.; For the 1999 Hawai'i Kids Count Databook, see PS 028 439. Support also provided by Market Trends Pacific, College of Tropical Agriculture and Human Resources at the University of Hawaii at Manoa, The Honolulu Advertiser/Gannett Foundation, and AT&T Hawaii.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; Attendance; *Children; Chronic Illness; Cultural Influences; Demography; Drinking; Educational Attainment; Elementary Secondary Education; Extended Family; Family Attitudes; Family Environment; *Family Health; *Family Life; *Family (Sociological Unit); Family Violence; Health Insurance; Housing; Neighborhoods; Physical Activity Level;

Identification and De-identification in the Family"; (9) "Fathers and the Family Climate"; (10) "Social Motives, Power, and Roles"; (11) "Stereotypes and Display Rules"; (12) "The Power of Peers"; (13) "The Health Consequences of Gender-Stereotypic Emotional Expression"; and (14) "Rethinking Gender and Emotion." (Contains 800 references.) (KB)

ED 439 841 PS 028 463

Galinsky, Ellen
Ask the Children: What America's Children Really Think about Working Parents.
PUB DATE- 99
NOTE- 415p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; *Childhood Attitudes; Childhood Needs; Children; *Employed Parents; Family Environment; *Family Work Relationship; Fathers; Mothers; *Parent Attitudes; *Parent Child Relationship; Parents; *Work Attitudes

Noting that what parents and children think about a subject are not always the same, this book details the first comprehensive study ever conducted that asked children and parents for their views on work and family life. The book calls into question accepted thinking on such issues as quality time versus quantity time, how mothers raise children compared to fathers, what children really know about the daily lives of parents at work, and how much parents like their work. Following an introduction discussing why and how the study was conducted (interviews with more than 1,000 third through twelfth graders and their parents), the chapters of the book are: (1) "Reframing the Debate about Working and Children"; (2) "How Children See Their Parents' Parenting Skills"; (3) "Is It Quality Time or Quantity Time?"; (4) "There Is Something about Work"; (5) "There's Something about Family Life, Too"; (6) "Spillover," on how the stresses of work and home life blend into one another; (7) "How Do Work and Family Life Affect Us as Parents?"; (8) "What Are We Teaching Children about Work and Family Life?"; (9) "What Does the Future Hold?"; (10) "How Do We Navigate Work and Family, and How Do We Ask the Children?"; and (11) "What Children Want To Tell the Working Parents of America." Among the findings, the book notes that: responsive parenting is key to the quality of the parent-child relationship, not whether the mother works outside the home; few parents talk with their children about their work lives; children's perceptions of whether the home was financially stable influenced their opinions of the quality of parenting; the presence or absence of the father influenced their opinions of the quality of parenting; and parents' negative or positive attitudes toward work, and their levels of stress, influenced children's opinions of working parents. Contains extensive notes and references, organized by chapter. (HTH)

ED 439 842 PS 028 464

Minnesota Infant Mental Health Services Feasibility Study.
SPONS. AGENCY- Minnesota State Dept. of Health, St. Paul.; Minnesota State Dept. of Human Services, St. Paul.; Minnesota State Dept. of Children, Families, and Learning, St. Paul.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

personal, social, and environmental responsibility. It connects our psyche with 53 unique attractions found throughout nature. Attractions are things in nature that draw things together, as opposed to abstractions, which draw away from or disassociate. In 1996-98, a counselor applied the process to a group of students deemed "uneducable" due to abuse, poverty, addictions, poor self-esteem, suicidal tendencies, and behavioral disorders. The students showed improved psychological test scores; reduced stress, depression, sleeplessness, and drug use; and higher self-esteem. Every student's attendance and academic performance improved, and no indications of drug use were observed 60 days after the program ended. The students also bonded with a nearby trashed natural area and cleaned it up. The students sensed that the natural area, like their own nature, wanted to recover from the abuse it received from society. (Contains 25 references.) (TD)

ED 439 862   RC 022 301

Sullivan, Ashley F.
Community Gardening in Rural Regions: Enhancing Food Security and Nutrition.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Community Programs; Elementary Secondary Education; *Gardening; Nonschool Educational Programs; Nutrition; *Program Development; *Rural Areas; Rural Education
IDENTIFIERS- Food Security

Community gardening projects can enhance community food security and improve the nutrition of project participants. However, limited information exists on the most effective models and methods for establishing community gardens in rural areas. A survey of 12 rural community gardening projects found a variety of program models: community gardens with individual plots, single community gardens for demonstration and education purposes with simultaneous provision of support to private individual gardens, community gardens tended collectively, gardens used to teach gardening skills, school gardens incorporated into the school curriculum, mentoring relationships between experienced and new gardeners, and community gardens affiliated with an existing entity to build sense of ownership. Pros and cons of each of these models are listed. Rural obstacles to community gardening include lack of volunteers, an insider-outsider dynamic between project developers and community members, lack of gardening experience, and transportation problems. Tips for successful gardens are listed, followed by program recommendations related to planning, program design and long-term development, funding, local food security, community relations, and public policy. A sidebar outlines characteristics of the projects surveyed: volunteer demographics, funding, types of educational programs, and operational issues. Contact information is included for projects cited in the report. (SV)

ED 439 863   RC 022 324

Brown, Stephen Gilbert
Words in the Wilderness: Critical Literacy in the Borderlands.

districts. PIN specialists are parents hired as part-time private contractors by the Arizona Department of Education to provide information, technical assistance, and training workshops to PALS, other parents, and educators. (TD)

ED 439 880 RC 022 352

Kendrick, Martie; Labas, Linda
Building Inclusive School and Pre-School Communities.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developmentally Appropriate Practices; *Disabilities; Educational Change; Educational Environment; *Educational Practices; Elementary Secondary Education; *Equal Education; Family School Relationship; *Inclusive Schools; Preschool Education; *Special Education; Staff Development; Teaching Methods
IDENTIFIERS- *Learner Centered Instruction; *Maine

This paper provides an overview of the Maine Department of Education's "Foundations of Inclusive Education," a guide for early childhood professionals, families, and educators on implementing inclusive education for school and preschool children. A basic premise of the guide is that inclusive education is not a separate initiative for children with disabilities but an integral part of school restructuring that promotes high standards for all children. Section 1 of the guide's 4 sections raises awareness of current issues and challenges that face educators as they restructure to meet the needs of all students, including those with disabilities. Section 2 presents the importance of building collaborative partnerships and developing student-centered planning. Section 3 explores options in curriculum design, instruction, and assessment. These practices include multiple intelligences, performance-based assessment, differentiated instruction, and multilevel instruction intended to promote student-centered learning. The final section examines the challenges involved in creating a climate where all children can develop and learn, given the growing diversity in schools and communities. This section also provides a sample framework for working collaboratively to address the needs of individual students, as well as the broader challenges related to administrative, programmatic, and community issues. Each section includes instructor information, objectives, a presentation outline, suggested activities, and review questions. (TD)

ED 439 881 RC 022 353

Ferrell, Kay Alicyn; Wright, Charles; Persichitte, Kay A.; Lowell, Nathan
Capitalizing Distance Technologies To Benefit Rural Children and Youth with Visual Disabilities.
PUB DATE- 00
NOTE- 6p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.

The Northeast Regional Center for Rural Development: 1999 Annual Report. NERCRD Publication #75.
SPONS. AGENCY- Extension Service (USDA), Washington, DC.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Agricultural Education; *Community Development; Cooperative Planning; Economic Development; *Grants; *Institutional Cooperation; Leadership Training; Poverty; *Rural Development; Rural Extension; *Strategic Planning; *Sustainable Development; Vocational Education
IDENTIFIERS- Capacity Building; *Northeast Regional Center for Rural Development; United States (Northeast)

The Northeast Regional Center for Rural Development is funded by the U.S. Department of Agriculture and private foundations, and invests in research and education to help rural communities meet the challenges of today's global society through a multidisciplinary network of university research and extension faculty, policy makers, and rural development professionals. The bulk of this annual report consists of project reports, divided into subcontracts, minigrants, and initiatives. Subcontracts are seed money for projects that are multi-state, regional, or national in scope. Ten projects are described that focus on building community capacity for economic competitiveness, youth leadership training, innovative rural development models, barriers to health care for poor families, promoting ecotourism, public issues education, business retention, and rural industries' contributions to state economies. Minigrants, which average about $1,000 each, enhance and expand existing programs. Twenty-two of these are described, addressing such issues as sustainable agriculture, alleviating rural poverty, early childhood education, minority health promotion, ecotourism, gender equity, and local governmental leadership training. Two initiatives are described that concern small businesses and Y2K, and using community assets to develop workforce capacity. Each description provides collaborating partners, contact information, and key words. Outcomes of the Center's recent strategic planning meeting are presented, followed by a list of selected activities of the center director. (Contains an author and key word index.) (TD)

ED 439 898 RC 022 371

Greenberg, Daniel
A New Look at Schools.
PUB DATE- 92
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Rearing; *Cultural Influences; Educational Change; *Educational Needs; *Educational Philosophy; Elementary Secondary Education; Futures (of Society); Learning Theories; *Role of Education; *Social Change; Social Values; Socialization; Teacher Role; World Views
IDENTIFIERS- *Reform Strategies

This book reexamines the meaning of education, and attempts to weave several major themes into a new model for education. Part

PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Animals; Audiovisual Aids; Biological Sciences; Elementary Education; Environmental Education; *Habitats; *Ichthyology; Science Education; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Fishes

There is a completely new world to discover in the oceans, lakes, and rivers--a world filled with an amazing variety of fish. While all fish live and breathe underwater, each type looks very different and develops its own unique living habits. In this videotape, students learn more about the body structures of fish as well as how they reproduce and protect themselves in their underwater environment. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms, life cycles of organisms, and organisms and environments. The videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 923 SE 063 331

All about Food Chains. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; *Animals; Audiovisual Aids; Biological Sciences; Elementary Education; Environmental Education; *Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Food Webs

Whether animals are herbivores, carnivores, or omnivores, each one is part of an eternal food chain that carries on from one generation to the next. In this videotape, students learn more about terms like "predator," "pre-consumer" and "producer," as well as the cycles of food chains and food webs and how they support all of Earth's creatures. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. This videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 924 SE 063 332

All about Mammals. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-333.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; *Animals; *Audiovisual Aids; Biological Sciences; Elementary Education; Environmental Education; *Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Mammals

In this videotape, students learn more about the characteristics of common warm-blooded mammals and what makes them different from other animals. Children also find out how humans are more advanced in structure than other mammals, but how they still share the same basic traits. This videotape correlates to the would like to connect museum resources and context to nurture prospective teachers. (Author/CCM)

ED 439 947 SE 063 446

Tunnicliffe, Sue Dale
Images of Animals: Interpreting Three-Dimensional, Life-Sized 'Representations' of Animals--Zoo, Museum and Robotic Animals.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animals; Elementary Education; Foreign Countries; Models; *Museums; *Perception; Science Education; Student Attitudes; Three Dimensional Aids; *Wildlife; Zoos
IDENTIFIERS- England (London)

A visit to the natural history museum is part of many pupils' educational program. One way of investigating what children learn about animals is to examine the mental models they reveal through their talk when they come face to face with animal representations. In this study, representations were provided by: (1) robotic models in a museum; (2) preserved animals in a museum; (3) live animals exhibited in a zoo. By recording pupil talk in these settings and then analyzing the content of the talk for comments about the anatomy of animals, their behavior, habitat features and so on, both similarities and significant differences are revealed. Hitherto, little work has been done about such school visits. The collected conversations with live, museum, and robotic animals were analyzed using a systemic network. Robotic animals followed by museum animals elicit more comments than do live animals, and the reality of the images viewed according to the comments of the children are discussed. The implications for zoological education are also discussed. (Contains 17 references.) (Author/CCM)

ED 439 948 SE 063 447

Johnson, Sue; Tunnicliffe, Sue Dale
Primary Children Talk about Plants in the Garden.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; *Gardening; *Observation; Outdoor Activities; *Plants (Botany); Science Education

Visits to gardens can contribute not only to children's science learning, but also to meeting other curricular objectives. When school groups visit a garden, they do so with curricular objectives in mind. However, little work has been done on the early experiences of children in gardens. What do children bring to such visits? How do they interpret and communicate their experiences? How do the accompanying adults enhance or inhibit the children's spontaneous interaction with the plants? Conversations of groups of primary school children were collected while they visited the Royal Horticultural Society

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Construction (Process); *Design; High Schools; *Mechanics (Physics); Problem Solving; Research Methodology; *Resource Materials; *Science Activities; Teaching Methods; Technology

This book is one of four books in the Science-by-Design Series created by TERC and funded by the National Science Foundation (NSF). It integrates history, physics, mathematics, and technology in its challenge to high school students to design and build a working catapult system. Students investigate elasticity, projectile launching, and learn about frequency distribution while working through the process of product design. The activities have assessment suggestions and Internet extensions through the National Science Teachers Association's (NSTA) sciLINKS program and are designed to meet the new International Technology Education Standards as well as the National Science Education Standards. Key ideas include: (1) "Elasticity"--Hooke's Law states that the elastic property of matter is quantifiable for specific materials. Students measure the force/stretch relationships of common rubber bands as the basis for a reasonably accurate projectile delivery system; (2) "Energy"--the conversion of elastic potential energy into kinetic energy is used to determine range; (3) "Force"--force is studied and measured in the context of Hooke's Law and principles of gravity; (4) "Calibration"--students calibrate and document procedures for their prototype in order to meet performance specifications; (5) "Inquiry"--the design process involves students in inquiry, generating solutions, development, testing, and evaluation; and (6) "Design"--readings on the history of ancient catapults circa 400 B.C.E give students a context for the background of a catapult's technological design. Appendices contain inquiry and design processes, text reconstruction, and identifying variables. (Contains 27 references.) (CCM)

ED 439 968   SO 027 218

Latvia: Human Development Report, 1996.
PUB DATE- 96
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Area Studies; Citizenship; *Economic Development; Foreign Countries; *Geographic Regions; Human Resources; International Programs; Social Science Research; Tables (Data)
IDENTIFIERS- *Latvia

This report, the second annual Human Development Report (HDR) for Latvia, investigates the accuracy of Latvia's 1995 ranking of 48th out of 174 countries in terms of human development in the most recent United Nations Development Programme (UNDP) global Human Development Report. The report also suggests measures that could significantly improve Latvia's position in the years ahead. The chapters are: (1) "Introduction"; (2) "Human Development During the Transition--The Latvian Context"; (3) "Economic Policies and Changes in Living Standards"; (4) "Education Reform"; and (5) "Participation and Strengthening Civil Society." Common themes that recur throughout the text include: (1) the state is retreating and civil society must fill the gap; (2) distrust of the public sphere hinders human

*Land Use; *Social Studies; State Government; *State History; State Regulation; Student Educational Objectives
IDENTIFIERS- *Wisconsin

This teaching guide seeks to add to and enhance the teaching of Wisconsin history and culture in public and private schools. Designed with the fourth-grade classroom in mind, studying state history with this guide becomes a real investigation that demonstrates the dynamic relationship Wisconsin's inhabitants share with the past. The activities in the guide provide teachers with some suggestions to make Wisconsin's history a more interactive experience, integrated across the curriculum with writing and reading skills, problem-solving skills, and scientific inquiry. Chapters in the guide are: (1) "The Land Where We Stand" (Activity 1: Where Would You Like to Live? Activity 2: A Wisconsin Puzzle); (2) "The First Land Shapers Teacher Background" (Activity 1: The Effigy Mounds, Activity 2: Ojibwa Seasonal Calendar); (3) "The Fur Trade Brings New Ways of Living Teacher Background" (Activity 1: Eating Off the Land, Activity 2: Voyageur River Race); (4) "Treaty Making and Land Taking Teacher Background" (Activity 1: Treaties and Territory, Activity 2: Miners' Superstitions); (5) "Surveying, Selling, and Settling the Land Teacher Background" (Activity 1: Surveying the Land, Activity 2: From Paper Town to Real Town); (6) "Timber! Teacher Background" (Activity 1: The Forest Cutters versus the Forest Keepers, Activity 2: Paul Bunyan); (7) "From Wheat to Milk to More Teacher Background" (Activity 1: Photographs Then and Now, Activity 2: The Wisconsin State Seal); and (8) "Living with the Land" (Activity 1: A Tribute to the Land; Activity 2, Design a Community). Each chapter has background material for teachers, and activity sheets for students (in the form of blackline masters). (BT)

ED 439 990   SO 030 853

Wakefield, Dara V.
Spiritual Growth and Development.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Clergy; *Developmental Stages; *Individual Development; *Protestants; *Religious Education; *Spirituality
IDENTIFIERS- Kohlberg (Lawrence); *Minister Role; *Spiritual Development

Spiritual living demands growth, and spiritual development has many parallels with human development. Ministers who are knowledgeable of the various stages are best prepared to assist and optimize spiritual growth. The primary benefit of nurturing believers through developmental stages is assured spiritual health and maturity in the context of a strong church family. The "Spiritual Growth and Development Table" briefly outlines the following seven stages of spiritual development: Values Rationale (loosely based on research conducted by Lawrence Kohlberg); Bible Study Nutrition; Prayer and Communication; Nurture, Shelter, and Protection; Evangelism; Ministry Opportunities; and Concerns and Dangers. (BT)

ED 439 991   SO 030 947

Aging in the United States: An Education Module.
SPONS. AGENCY- National Inst. on Aging (DHEW/PHS), Bethesda, MD.
PUB DATE- 99

visual and tactile work to written English production. Using culturally familiar activities to enhance their cultural confidence and communicative skills, learners will write on paper in various modes of expression using the critical thinking common to the Mexican craft-making world. The six units of study are: (1) From Murals of Chicanos in El Paso to Informative Writing To Explain; (2) From Woven Wristbands of Tarahumaras in Sierra Madre to Fictional Narrative Writing; (3) From Amate Paper Making of Otomis in Puebla to Informative Writing of Instructions; (4) From Yarn Paintings of Huichols in Jalisco to Personally Expressive Writing of Haiku Poems and Personal Letters; (5) From Clay Figures of Purepeche in Michoacan to Dialogue Writing; and (6) From Codices by Mixtecs in Oaxaca to Persuasive Letter Writing. Each unit features background reading for students on a Mexican people group, their terrain, their craft, presented in the type of text required by students in that unit; critical thinking questions; objectives for the art and writing projects; warm-up and closure activities for art and writing; procedures that include word banks, instructions for students and teachers, writing prompts for students with teacher guidance, and evaluations using rubrics for students and teachers. An Appendix on Mexican music suggests selections for each unit. (Contains 47 footnotes and 25 references.) (BT)

ED 440 012 SO 031 532

Frank, Ivan; Fitzhugh, William P.
Paving a Path for the Future: Comparing Israel and Jordan.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Orlando, FL, November 19-21, 1999). For a related document on Israel and Jordan, see SO 030 764. Some pages may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; Comparative Analysis; Curriculum Enrichment; Foreign Countries; Geography; Global Education; *Middle Eastern Studies; Non Western Civilization; Secondary Education; Social Studies; Staff Development; World Affairs
IDENTIFIERS- Historical Background; *Israel; *Jordan

The materials in this paper could be used to enrich the secondary classroom curriculum in Middle Eastern studies or in world affairs. The paper provides four essay questions to use as a starting point in composing a research paper on the general topic, "Israel and Jordan: Paving the Way to Peace." It outlines the common history and political interests of Israel and Jordan, and presents a partial list of positive economic developmental projects, or educational, social, and health-related projects, that the Israeli government has initiated in Jordan. The paper contains much data, many maps, and extensive readings about Israel and Jordan. (BT)

ED 440 013 SO 031 536

Our Call To Serve Others: Award-Winning, Student-Initiated Service Projects--A Resource for Schools. NASSP Product #1.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

ED 440 033   SO 031 681

Koman, Rita
Two American Entrepreneurs: Madame C. J. Walker and J. C. Penney. Teaching with Historic Places.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Achievement; Black History; Buildings; Built Environment; Elementary Secondary Education; *Entrepreneurship; *Females; Heritage Education; Historic Sites; *Merchants; Primary Sources; Social Studies; United States History
IDENTIFIERS- Business History; National Register of Historic Places; Womens History

This lesson is based on the National Historic Landmark files, "Madame C. J. Walker Building" and "J. C. Penney Historic District," as well as other relevant sources. The lesson first discusses the Indianapolis (Indiana) site of Madame Walker's cosmetics business. The building is a 4-story brick structure completed in 1927. Another building built around 1897, the Golden Rule Store, a thousand miles west of Indiana in Kemmerer, Wyoming was the site of J. C. Penney's first department store, the other object of this lesson. The lesson shows how these two historic buildings provide insight into the characters of two of this country's most famous business people. Both Madame Walker and J. C. Penney overcame great odds and both combined a desire to serve others with great financial success. The lesson could be used in U.S. history courses in units on early 20th-century business development. It provides a contrast to the typical textbook coverage that tends to emphasize the "robber barons," while giving little information on the success stories of other exceptional people who moved from rags to riches. The lesson could also be used to enhance the study of African American history or women's history. The lessons present objectives and materials for students. The lesson is divided into the following sections: (1) "Setting the Stage: Historical Context"; (2) "Locating the Site: Maps"; (3) "Determining the Facts: Readings"; (4) "Visual Evidence: Images"; (5) "Putting It All Together: Activities"; and (6) "Supplementary Resources." (BT)

ED 440 034   SO 031 686

Amadio, Massimo
World Data on Education: A Guide to the Structure of National Education Systems.
PUB DATE- 00
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrative Organization; Adult Basic Education; *Basic Skills; Bureaucracy; Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; Higher Education; Statistics; Time on Task
IDENTIFIERS- International Bureau of Education; UNESCO

This publication is comprised of selected data taken from the July 1999 (third) edition of "World Data on Education" (WDE). The publication is in line with the International Bureau of Education's (IBE's) long tradition of disseminating useful

Superintendent's Role: Quality Is a Reciprocal Process"; and (5) "A Role for Policymakers." The two audiotapes provide a personal perspective on the issue of teacher quantity and quality from diverse types of policymakers and researchers at the national, state, and local levels. The first tape presents a discussion of personal experiences by a beginning teacher in an urban district, with nationally known experts adding their in-depth comments. The second tape features researchers and writers, practitioners who are implementing changes to improve a school district, and a legislator who was a former rural superintendent. (Contains 17 references.) (SM)

ED 440 054   SP 039 093

Nager, Nancy, Ed.; Shapiro, Edna K., Ed.
Revisiting a Progressive Pedagogy. The Developmental-Interaction Approach. SUNY Series, Early Childhood Education: Inquiries and Insights.
PUB DATE- 00
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; Anthropology; Art Expression; *Child Development; *Developmental Psychology; *Developmental Stages; Diversity (Student); Elementary Secondary Education; *Faculty Development; Family School Relationship; Folk Culture; Higher Education; Inservice Teacher Education; Mentors; Personal Narratives; Play; Portfolio Assessment; Preservice Teacher Education; Social Influences; Social Studies; Story Telling; *Teacher Improvement; Teacher Researchers; Teachers; Violence
IDENTIFIERS- Advisers; Bank Street College of Education NY; Professionalism; Vygotsky (Lev S)

This book reviews the history of the developmental-interactive approach, a formulation rooted in developmental psychology and educational practice, progressively informing educational thinking since the early 20th century. The book describes and analyzes key assumptions and assesses the compatibility of new theoretical approaches, focuses on historical precedents and current adaptations in classroom practice, and examines teacher education, highlighting personal and professional development of teachers. There are 13 chapters in three parts. Part 1, "Describing and Expanding the Framework," includes: (1) "Developmental-Interaction Approach to Education: Retrospect and Prospect" (Edna K. Shapiro and Nancy Nager); (2) "Meanings of Play in the Developmental-Interaction Approach" (Margery B. Franklin); (3) "The Compatibility of Vygotsky's Theoretical Framework with the Developmental-Interaction Approach" (Laura M. W. Martin); and (4) "'Everyone from Everywhere Is in My Class Now': What Anthropology Can Offer Teachers" (Linda Levine). Part 2, "Social Studies: Enduring Goals and New Understandings," includes "An Introduction to Lucy Sprague Mitchell's 'Social Studies for Future Teachers'" (Salvatore Vascellaro), then: (5) "Social Studies for Future Teachers" (Lucy Sprague Mitchell); (6) "Visualizing Experience" (Edith Gwathmey and Ann-Marie Mott); (7) "Bringing Storytelling and Folk Narrative into Classroom Life" (Nina Jaffe); and (8) "Developmental Reality: Helping Teachers Deal with Violence in Children's Lives" (Carol Lippman). Part 3, "Becoming a Teacher: Understanding Children, Self, and Contexts," includes: (9) "Learning To Look Closely at Children: A Necessary Tool for Teachers" (Eva G. Haberman); (10) "Furthering a Progressive Agenda: Advisement and the Development of Educators" (Frank study of student teacher attrition and retention. The sample consisted of 316 students in an initial course in teacher education. Data collection included the following: high school grade point ratio (GPR); SAT scores; other demographic information, such as education of father and mother; and scores on McCarthy's Learning Type Measure (LTM), which reports four learning styles or types. Multiple regression analysis revealed four significant variables that predicted spring GPR in descending order: (1) SAT-V score; (2) high school GPR; (3) level of father's education; and (4) thinking/reflection score on the LTM. The paper discusses implications for college retention based on these data. Programs should be more closely tailored to the needs of particular subgroups. Students with lower SAT-V scores may need assistance in study skills and areas of academic instruction. First-generation college students require a different form of assistance, such as special advising sessions to discuss unfamiliar processes. Students with varied learning styles may perform better when instruction matches their preferred learning styles. (Contains 23 references.) (Author/SM)

ED 440 073 SP 039 113

Devlin-Scherer, Wade; Devlin-Scherer, Roberta; Couture, John
The Principal Internship Portfolio: Evidence of Instructional, Managerial, and Interdependent Leadership.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; Administrator Role; Higher Education; *Instructional Leadership; *Internship Programs; Leadership Qualities; Observation; Portfolio Assessment; *Portfolios (Background Materials); *Principals; Program Evaluation; *Student Participation
IDENTIFIERS- Job Shadowing; *Leadership Effectiveness; *Management Skills

This study examined principal internship portfolios required by two universities for principal interns, focusing on principal interns' activity participation. At each institution, principal interns undertook at least one semester-long internship experience which required collaborative work with various education stakeholders. The internship was designed to allow participants to work closely with other educators in fostering school improvement by completing specific instructional and managerial tasks. This research examined these tasks and the nature and intensity of collaboration throughout the internship experience. Data collection involved examining the contents of the 28 principal internship portfolios, which provided evidence of completed instructional and managerial tasks. Data analysis examined the intensity of activity involvement; program evaluation, program implementation, and managerial leadership; classroom observation and teacher conferencing; job shadowing/professional development; and independent leadership. Results indicated that principal interns engaged in legitimate peripheral participation with wide variation in the amount of hours committed to this learning experience. During the activities, they provided guidance on important areas of instructional leadership associated with improved student concerning professional ethics as they progressed through teacher education programs. Participants were university students who moved through a series of classes that required increased hours in the classroom with children. They were at 6 levels of educational experience, ranging from freshmen to graduates with at least 2 years teaching experience. Participants completed questionnaires about what they believed the word ethics means, who determines a school's ethics, and the most serious ethical concern faced by educators. About half of each group defined ethics as relating to values, morals, and beliefs. The definition remained consistent as students were exposed to increased hours in the schools. The second largest percentage of definitions fell within the theme of standards and rules. A third major theme was ethics as behavior. Students varied greatly in who they believed determined school ethics. Common themes emerged over all six levels, but a large difference about the responsibility for determining ethics was evident. Students believed that serious ethical concerns facing educators include really helping students learn and get through school, unethical demands from principals, racism and cultural problems, and student abuse. These beliefs varied by students' levels. (Contains 24 references.) (SM)

ED 440 083   SP 039 142

Banker, Bonnie; Carter, Ken; Evans, Sam; Troupe, Marilyn
Performance Assessment: Statewide Accountability.
PUB DATE- 00
NOTE- 62p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accountability; Accreditation (Institutions); Educational Legislation; Elementary Secondary Education; Evaluation Methods; Higher Education; Knowledge Base for Teaching; *Performance Based Assessment; Preservice Teacher Education; Program Evaluation; *State Standards; Teacher Competencies
IDENTIFIERS- Asbury College KY; *Continuous Assessment; *Kentucky; Teacher Knowledge; Western Kentucky University

This paper focuses on how the State of Kentucky has developed performance-based assessment programs, and the concept of continuous assessment in teacher education has formed over the past several years. The paper discusses the work done by the Kentucky Education Professional Standards Board, the impact of 1997 legislation regarding postsecondary education and continuous assessment, and the continuing work of the Continuous Assessment Review Committee, a standing committee of the Standards Board. It also focuses on how two institutions (Asbury College, a private institution, and Western Kentucky University, a public institution) have addressed performance assessment and the mandates of continuous assessment, and have integrated the concepts into their teacher education programs. Finally, the paper summarizes how data are being reported to the Standards Board from the state's 28 private and public institutions and the uses being made of these data. (Contains 18 references.) (SM)

ED 440 084   SP 039 143

Tests; Test Results
IDENTIFIERS- *Elementary Secondary Education Act Title I; Impact Evaluation

In 1988, Congress mandated a national longitudinal evaluation of the effects of the Title I program on students' academic achievement and classroom behavior. This paper presents an overview of the study design, analysis methods, and impact results for student achievement. The analysis used four types of designs to assess the impact of Title I: (1) statistical controls to account for differences between participants and nonparticipants; (2) post-hoc creation of a control group; (3) adding of an initial test score to the model; and (4) repeated measurements of students who received services in some, but not all, years. Data sources included surveys of nearly 40,000 students, and surveys of parents, teachers, principals, and district-level staff. Student achievement outcomes were analyzed in three-level hierarchical linear models in which repeated observations were clustered within students, and students were clustered within schools. Results also indicate that students who participated in Title I had lower standardized test scores and were rated by their teachers as lower achieving and exhibiting poorer classroom behavior than others. Growth curves of Title I students were parallel to, but not below, those of their peers. Results indicate that where students start is highly predictive of their performance in later grades, and that Title I services did not bridge the performance gap between low-achieving students in high poverty schools and their more advantaged classmates. (SLD)

ED 440 114 TM 030 717

Arter, Judy; Nutting, Bill
Student Assessment Mini-Lessons for Your Staff.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Evaluation Methods; *Faculty Development; Scoring Rubrics; *Student Evaluation; *Test Construction; Test Use; *Testing
IDENTIFIERS- Large Scale Assessment

This set of mini-lessons contains staff meeting activities to help a school's staff understand large-scale standards-based assessment and promote student achievement through improved classroom assessment practice. These lessons contain a clear statement of what teachers need to know and be able to do with respect to student assessment. They include a version of content standards for teachers. They also present performance criteria (rubrics) for assessing the quality of classroom assessments based on the content standards, and sample assessments scored using the rubrics with explanations of the scores. Teacher self-assessment development continua are presented so that teachers can evaluate their own strengths and learning needs. The lessons also contain training activities principals can use in staff meetings to develop teacher assessment knowledge and skills. The 17 mini-lessons are supplemented by 4 appendixes that contain overheads and handouts, sample assessments, references and resources, and the self-assessment development continua. (Contains 16 references.) (SLD) previous 10 years in both Texas and national SAT averages, with relatively more improvement in Texas in the last 7 years. The average 1993 Texas SAT total of 885 was 17 points below the national average of 902. The 1993 Texas average ACT composite score was 20.1 compared to a national average of 20.7. Although Texas SAT-tested students had less academic preparation than students nationally, percentages completing 20 credits improved from 23% in 1991 to 25% in 1992, and up to 27% in 1993, with a fall back to 25% in 1994. Even with the growth in numbers and percentages of ethnic minority students tested in recent years, Texas minority ACT scores have shown some improvement relative to white ACT scores. SAT total and ACT composite scores tended to go up as the values of certain demographic variables rose, and also tended to increase as the values of selected educational variables increased, including district average of students passing all sections of the Texas Assessment of Academic Skills. Generally, the 1992-1993 SAT and ACT results in Texas suggest focusing on improving the academic preparation of students while encouraging test participation. An appendix contains four detailed tables of mean SAT and ACT scores and a glossary of categories used to analyze results. (Contains 4 tables and 17 references.) (SLD)

ED 440 137 TM 030 749

Results of College Admissions Testing in Texas for 1993-94 Graduating Seniors.
PUB DATE- 96
NOTE- 80p.; For the 1992-1993 results, see TM 030 748.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; Educational Trends; *High School Graduates; High Schools; Higher Education; *National Norms; State Programs; *Test Results; Testing Programs
IDENTIFIERS- ACT Assessment; *Scholastic Aptitude Test; *Texas

This annual report presents Scholastic Aptitude Test (SAT) and American College Testing (ACT) Program results for Texas for the 1993-94 graduating class. The last decade brought some recovery over the previous decade's decline in both Texas and national SAT averages, with relatively more improvement in Texas within the last 8 years. The average 1994 Texas SAT total of 886 was 16 points below the national average of 902. ACT Texas versus national score trends mirrored SAT trends over the same period. The 1994 Texas average ACT Composite score was 20.2 compared to a national average of 20.8. Although Texas SAT-tested students had less academic preparation than students nationally, percentages completing 20 or more credits improved from 23% in 1991 to 26% (versus 41% nationally) in 1995. Black and Hispanic students had fewer academic credits than White and Asian American students. The percentage of ethnic minority students scoring at or above the SAT or ACT criterion has improved since 1991, although the percentage of white students remains higher. As is consistent with previous findings, SAT total and ACT Composite scores tended to go up as the values of certain demographic variables, including district wealth, student family income, and district percentage of teachers with advanced degrees, rose. Generally, the SAT and ACT results suggest focusing on improving the academic preparation of all students, while also encouraging testing participation. An appendix contains detailed tables of mean SAT and ACT scores and a glossary of category descriptions used in the analyses.

Section 2 explains that U.S. Supreme Court cases have had an impact on the character and procedures of the juvenile justice system. Sample cases are presented. Section 3 discusses how state statutes define who is under the jurisdiction of juvenile court. Section 4 notes that the juvenile justice system differs from the criminal justice system, but there is common ground. Section 5 explains that all states allow juveniles to be tried as adults in criminal court under certain circumstances. Section 6 notes that new laws have had a dramatic impact on sentencing for serious or violent juvenile offenders. (References can be found in the larger report.) (SM)

ED 440 156   UD 033 375

Bositis, David A.
National Opinion Poll--Education, 1998.
PUB DATE- 98
NOTE- 22p.; For the 1997 report on politics, see ED 418 187.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adults; *Blacks; Educational Finance; Educational Vouchers; *Elementary Secondary Education; *Public Opinion; Public Schools; *School Choice; Surveys; Whites
IDENTIFIERS- African Americans

A national survey of 1,606 adults was conducted in September 1998 covering a broad range of topics, including politics, education, social security, devolution, health care, the environment, and deregulation. The survey had 2 components: a sample of 850 adults from the national population, including 94 African Americans, and a separate sample of 850 African Americans. This report presents findings on education. Three areas of education received special focus in the survey: educational quality; school spending; and vouchers. The 1998 report shows some interesting changes from 1997. African Americans expressed greater satisfaction with their schools than they did in 1997, and their attitudes were more like those of the general population in 1998. There was a significant decline in support for school vouchers in both the black and general populations. A strong majority of respondents thought that too little is being spent on education, although this view was more strongly held among blacks (76.4%) than whites (59.7%). A note explains survey methodology. Contains 7 tables of polling data. (SLD)

ED 440 157   UD 033 431

Lewis, Sharon; Baker, Nicole D.; Jepson, Jack C.
Fourth Biennial Survey of America's Great City Schools. Critical Trends in Urban Education.
PUB DATE- 00
NOTE- 17p.; For the third biennial survey, see ED 418 185.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrators; Educational Change; Elementary Secondary Education; Professional Development; Public Schools; Surveys; *Urban Schools
IDENTIFIERS- *Council of Great City Schools

This report presents the fourth in a series of polls that survey the leadership of U.S. major public school systems about the

Manley, widely acknowledged by education historians to be the founder of the modern community school movement. They review his leadership after he opened the first community schools in Flint, Michigan, and describe his later career as executive director of the Charles Stewart Mott Foundation. The essays are: (1) "The Leadership Legacy of Frank J. Manley" (Larry E. Decker); (2) "Frank Manley and Charles Stewart Mott: An Extraordinary Partnership" (Larry E. Decker); (3) "The Origin and Evolution of the Community School in Flint, Michigan: The Frank Manley Influence" (Douglas Procunier); (4) "Frank Manley and the Community School Vision" (Pat Edwards); (5) "In Memoriam" (Richard C. Pendell in the "Community Education Journal," November 1972); (6) "Frank Manley: A Giant in American Education" (Ernest O. Melby, from the "Community Education Journal," November 1972); (7) "Frank Manley: Leader, Creator, Humanist" (Clyde Campbell in the "Community Education Journal," November 1972); (8) "Frank Manley: A Chronology" ("Community Education Journal," November 1972); and (9) "Epilogue: Looking Ahead" (Larry E. Decker). (SLD)

ED 440 179   UD 033 473

Epp, Juanita Ross; Epp, Walter
A History of Systemic Violence: School Policy and Student Attrition.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Alienation; *Attendance; *Behavior Problems; Discipline; *Dropouts; Economic Factors; Educational Practices; Elementary Secondary Education; Foreign Countries; Role of Education; *Student Attrition; Urban Youth
IDENTIFIERS- Canada; *Institutional Practices

This paper examines how policies on student behavior and attendance are used to push students into dropping out of school. Although in the public mind the proliferation of dropouts is associated with a drain on the economy, there is no real evidence to indicate either that there actually are large numbers of dropouts or that dropping out is directly connected to economic downturns. Mandatory education for all may be a mirage if one considers the role that behavior and attendance policies play in providing built-in mechanisms by which schools can expel nonconforming students. Both schools and students are aware that compulsory attendance only applies within a stipulated boundary. In the application of school behavior policies, students who breech protocol are more likely to be expelled from school than they are to be helped and supported in understanding and rectifying their behavior. School attendance policies serve similar ends. The stipulated consequences for nonattendance are the same as for any other prohibited behavior--exemption from the compulsory attendance rules. Infractions of both behavior and attendance policies are assumed to be the fault of the student, and the school is released from its duty to provide an education for the student without being implicated as the source of the problem. It is time to rethink the assumptions behind compulsory education, school policies, punishments, and "the dropout problem." More support for students and teachers and inventive ways to deal contains staff and parent questionnaires. (SLD)

ED 440 200 UD 033 495

Falling through the Net: Defining the Digital Divide. A Report on the Telecommunications and Information Technology Gap in America. Revised.
PUB DATE- 99
NOTE- 126p.; For the 1998 report, see ED 421 968.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Economic Factors; *Internet; *Minority Groups; Racial Differences; Socioeconomic Status; *Telecommunications; Trend Analysis; Use Studies
IDENTIFIERS- *Access to Computers

This report provides comprehensive data on the level of access by Americans to telephones, computers, and the Internet. It also provides valuable information about where Americans are gaining access and what they are doing with their online connections. These data, from the U.S. Census, provide a factual foundation for key policy initiatives to promote greater access for all Americans. Access to the Internet has soared for people in all demographic groups and geographic locations. At the end of 1998, over 40% of all U.S. households owned computers, and one-quarter of all households had access to the Internet. However, the digital divide persists between the information rich and the information poor, who include younger people, those with lower incomes and education levels, certain minorities, and those in rural areas or central cities. Whites are more likely to have access to the Internet from home than Blacks or Hispanics are from any location. Black and Hispanic households are approximately one-third as likely to have home Internet access as households of Asian/Pacific Islander descent and roughly two-fifths as likely as White households. Regardless of income level, Americans in rural areas lag in Internet access. At the lowest income levels, those in urban areas are more than twice as likely to have Internet access than those earning the same income in rural areas. For many groups, the digital gap has widened. An appendix contains information about the trendline study through 1998. (Contains 113 charts and 5 tables.) (SLD)

ED 440 201 UD 033 496

Tumlin, Karen C.; Zimmermann, Wendy; Ost, Jason
State Snapshots of Public Benefits for Immigrants: A Supplemental Report to "Patchwork Policies." Occasional Paper Number 24, Supplemental Report. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Bros. Fund, New York, NY.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.
PUB DATE- 99
NOTE- 67p.; Additional funding provided by the Stuart Foundation.

Garcia, Rica, Ed.
To Teach with Soft Eyes: Reflections on a Teacher/Leader Formation Experience.
PUB DATE- 00
NOTE- 139p.; Personal reflections came about at a retreat at the Fetzer Institute, sponsored by the Richland College of the Dallas County (TX) Community College District.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Faculty Development; *Teacher Attitudes; Teacher Education; Teacher Motivation; *Teaching Experience; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Richland College TX

This monograph describes the reflections of the first pilot group of teachers in the Fetzer Institute's Courage to Teach Program. A group of scholars at Richland College were the first to apply the institute's program to higher education. The essays in this collection were written by teachers and administrators who have worked together, and in solitude, to explore the inner landscape of an educator's life. Here they report on what they discovered during those explorations and how their discoveries have illumined, challenged, and changed their lives as educators. This collection of essays is divided into five sections: (1) "The Courage to Change"; (2) "Safe Space"; (3) "Deep Listening"; (4) "We Teach Who We Are"; and (5) "Under the Surface: Our Stories." Essayists and articles include: (1) "Heron-to-Gull Leadership" (Stephen K. Mittelstet); (2) "The Journey or the Destination?" (Bill Neal); (3) "Back to the Future with Savoir-Faire?" (Bettie Tully); (4) "The Symphonic Winds of Teaching" (Sara Perez-Ramos); (5) "From Neiman-Marcus to Meditation" (Mary Frances Gibbons); (6) "A Personal Journey in a Public Arena" (Barbara Corvey); (7) "Safe Space" (Sally Jackman); (8) "The 'Nocebo' Effect in Academia" (Thomas A. McLaughlin); (9) "The 'Wows' of Biology" (Adriana Cobo-Frenkel); (10) "Opening a Learning Space with Humor" (Fred Newbury); (11) "I'm in My Element" (Becki Williams); (12) "Eye of the Storm: Keeping Centered Amid Conflict" (Martha Timberlake Vines); (13) "The First Day of Class" (Sue Jones); (14) "The Courage To Listen" (Susan Barkley); (15) "Sam I Am" (Sam Tinsley); (16) "The Practice of Mindfulness" (Lee Paez); (17) "Who Are You, and What Are You Doing Here?" (Herlinda Martinez Coronado); (18) "Connections: My Student/My Self" (Kay Coder); (19) "As We Pass, We Pass Along" (Mike Miles); (20) "A Time To Grow" (Al Schroeder); (21) "Dat's Story" (Fred Martinez); (22) "Where Everybody Knows My Name" (Dru Bookout); (23) "A Stained Glass Design" (Elaine Sullivan); and (24) "The Faces of Peace" (Scott Branks del Llano). (VWC)

ED 439 749 JC 000 263

Distance Learning in the Community Colleges: A Look at the Online and Teleclass Experience. A Level 1 Review.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Community Colleges; *Distance Education; Educational Quality; *Educational Technology; *Instructional Effectiveness; Instructional Improvement; Learning Strategies; *Student Reaction; *Teacher Attitudes;

Collaboration among state agencies concerned with education, economic development, workforce development, welfare and regional development is also recommended. (AF)

ED 439 768   JC 000 291

Palmer, James
Fostering Student Retention and Success at the Community College. Policy Paper.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 98
NOTE- 9p.; For other policy papers in this series, see JC 000 286-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; Access to Education; Articulation (Education); *Community Colleges; Dropouts; *Educational Policy; Higher Education; Job Training; Policy Formation; *School Holding Power; Transfer Programs; *Transfer Rates (College)

This paper, which focuses on student retention and success at community colleges, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. Approximately half of the students entering college for the first time each year enroll in community colleges. Adults returning to education, workers needing retraining, and students at four-year institutions who concurrently enroll in a community college class all make up the student body mosaic. Each group has different goals from taking a one time only class to earning an associate's degree or transferring to a four-year institution. Due to the nature of the community college population, students make decisions to depart from college as they face adult responsibilities that impede academic progress. This document addresses a number of policy options that may increase student retention and success, including: (1) requiring colleges to report key student progress indicators; (2) earmarking funds that support special programs and incentives for "at-risk students"; (3) mandating basic-skills testing for new students; and (4) strengthening matriculation policies that guide and direct students. (AF)

ED 439 769   JC 000 292

Mingle, James R.; Ruppert, Sandra S.
Technology Planning: State and System Issues. Policy Paper.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 98
NOTE- 13p.; For other policy papers in this series, see JC 000 286-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Distance Education; *Educational Planning; *Educational Policy; *Educational Technology; Higher Education; Internet; Multimedia Materials; *Organizational Objectives; Policy Formation; Two Year Colleges; World Wide Web

This paper, which focuses on technology planning by community colleges, is part of a series published by the Center for Community College Policy, designed to support state and local or a working single parent with the same cash income from wages, even if the nonparental child care is totally paid for by government. That has to be taken into account in considering the equity of extending child care subsidies to cover at-home care by a parent. Second, in cases where one of the parents refrains from taking a paid job so as to care full-time at home for a child, it is almost always the mother who does so. Payments to at-home parents will overwhelmingly go to at-home mothers and will encourage mothers to refrain from or leave paid jobs. This would reinforce traditional gender roles and might well contribute to reversing the advances that have been made in women's status, independence, and respect. There are also quality and efficiency considerations to be taken into account. (Contains 10 references.) (EV)

ED 439 787   PS 028 369

Grundy, Lea; Bell, Lissa; Firestein, Netsy
Labor's Role in Addressing the Child Care Crisis. Working Paper Series.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collective Bargaining; *Day Care; Early Childhood Education; Employed Parents; Family Work Relationship; *Labor Demands; Quality of Working Life; *Unions
IDENTIFIERS- *Child Care Needs; Union Leadership

With 13.9 million members, labor unions represent more working families than any other organization in the United States. Although meeting the child care challenge is not as high a priority in some quarters of the labor movement as in others, it is still a major concern. Since the advent of new leadership in the labor movement in the mid-1990s, new union initiatives are under way to expand the quality, affordability, and availability of child care services; to increase the compensation and dignity of child care workers; and to increase parents' ability to care directly for their children. In addition to such benefits in and of themselves, union efforts on their behalf also advance labor's organizing and collective bargaining activities. During interviews, several prominent labor leaders expressed support for an active union role in improved child care services and offered detailed plans for carrying out this policy. These plans fell into three models--bottom up, top down, and outside pressure. Useful strategies in all of these models included broadening the issue, promoting child care as a right, identifying champions, setting accomplishable goals, legitimating new ideas, increasing visibility, and building coalitions. The bulk of this report consists of detailed appendices covering workplace policies won through bargaining, bargaining strategies, New York and California coalitions, action plans, and catalytic agencies. (Contains 15 references and 43 notes.) (EV)

ED 439 788   PS 028 372

Shaul, Marnie S.
Early Childhood Programs: Characteristics Affect the Availability of School Readiness Information. Report to the Chairman, Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia, Committee on Governmental Affairs, U.S. Senate.

Pathways to Mental Health Services" (John Landsverk and Ann F. Garland); (10) "Foster Care and Family Reunification" (Anthony N. Maluccio); and (11) "The Rationalization of Foster Care in the Twenty-First Century" (Mark E. Courtney and Anthony N. Maluccio). (Each chapter contains references.) (KB)

ED 439 807 PS 028 420

Weichold, Karina; Silbereisen, Rainer K.; Schmitt-Rodermund, Eva
Studying links between the Timing of Puberty and Psychological Individuation.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (8th, Chicago, IL, March 30-April 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Daughters; Emotional Adjustment; Foreign Countries; *Mothers; *Parent Child Relationship; Parent Influence; Personal Autonomy; *Puberty
IDENTIFIERS- Germany; *Individuation

Individuation is the process whereby adolescents gradually gain autonomy from their parents while maintaining emotional relatedness, accompanied by a transformation of the parent-child relationship. In everyday parent-child interactions, higher levels of individuation are displayed by characteristic styles of verbal exchanges, such as flexible insisting on one's own opinion in spite of parental opposition, or challenging parent's opinion by asking questions. This study tested the hypothesis that early maturing girls show higher levels of individuation during conflict discussions with their mothers in comparison to same-aged females who are on-time or late maturing. Moreover, it was expected that their mothers would respond in a way that accepts the more grown-up role of the daughter. A sample of 33 female adolescents, ages 9-13, in a middle sized city in a central federal state of Germany, was studied. Their physical maturation, as assessed by the Pubertal Development Scale (Petersen et al., 1988) and validated by testosterone levels, resulted in groups of early, on-time, and late maturers. Mothers and daughters were videotaped during a conflict discussion concerning an everyday problematic issue of their own choosing. The tapes were evaluated by trained raters using a revised version of a Macro-Coding Manual (Holmbeck et al., 1995). The results of separate one-way ANOVAs for adolescent's and mother's responses revealed that early maturers displayed more engagement (i.e., shows initiative, cares for the flow of interchange and solicits input from the other) toward their mothers than on-time maturers. The mothers of the early maturers were less engaging and less open, recommended problem solutions less often, and had less power (i.e., convince the daughter to agree with their own position). This pattern was deemed as indicating higher individuation among the early maturers. Interestingly, late maturers revealed the same conversational behavior as their early maturing age mates but their mothers were more engaging and open, recommended solutions more often, and were more powerful than the mothers of the early maturers. Thus, not only the mother's behavior but the entire interaction pattern is differently structured. Whereas mothers of the early maturing girls seem to accept their daughters' growing individuation in reducing control and influence, late maturers presumably try to show more mature behavior, as a compensation for less advanced

Poverty; Reading Achievement; Religious Factors; Safety; Smoking; Social Indicators; Social Support Groups; Tables (Data); Tax Allocation; *Trend Analysis; Volunteers; Voting; *Well Being

IDENTIFIERS- Family Activities; *Hawaii; Indicators

This report examines trends in the well-being of Hawaii's families during the 1990s. Section 1 provides an overview of several demographic characteristics of Hawaii's families, including mean age at first marriage, percent of marriages involving spouses of different ethnicity, percent of families with more than two generations in household, divorce rate, family morale, and family aspirations for children. Sections 2 through 6 present trends in the following areas of well-being: (1) financial security, including percent of workforce working more than 40 hours, poverty rate, and housing affordability index; (2) health and safety, including adults participating in regular physical activity, adults with health insurance, children without adult supervision following school, adult chronic health conditions, and adults' substance use; (3) education and achievement, including school attendance, percent of youth with average or above reading scores, educational level, and school volunteers; (4) social conditions and community engagement, including perceptions of neighborhood safety, voting rates, tax allocation, adult attendance at religious services, and volunteerism; and (5) family relationships, including percent of families eating together most of the time, contact with extended family, family engagement in cultural practices, and family violence. For each characteristic presented, the relevant indicator is defined, the trend from 1990 to the late 1990s is described and presented graphically, and relevant county comparisons are made. The report concludes with information on data sources and technical notes. (KB)

ED 439 825 PS 028 441

Rand, Muriel K.

Giving It Some Thought: Cases for Early Childhood Practice.

PUB DATE- 00

NOTE- 182p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Caregiver Child Relationship; *Case Studies; Discussion (Teaching Technique); Early Childhood Education; *Higher Education; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Preschool Curriculum; Preschool Education; *Preservice Teacher Education; Primary Education; Professional Development; *Reflective Teaching; Special Needs Students; Stress Management; *Teacher Education; Teacher Student Relationship; Work Environment

IDENTIFIERS- Antibias Practices

Noting that the growing crisis in the quality of early childhood programs is fueled partly by the lack of well-trained, knowledgeable, reflective teachers, this book details teaching cases that reflect typical challenges in teaching to be used as a tool for professional development. The cases provide a basis for discussing teacher decisions and actions, thereby developing problem-solving abilities, decision making skills, and powers of reflection. Forty-nine cases cover the spectrum

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childhood Needs; Coordination; *Delivery Systems;
*Early Intervention; Family Programs; Focus Groups; *Infants;
*Mental Health Programs; *Needs Assessment; Planning;
Professional Development; Program Costs; Program Descriptions;
Program Design; Program Development; Public Policy; Screening
Tests; Surveys
IDENTIFIERS- Minnesota; Public Awareness

Noting that Minnesota has developed many innovative services for parents and infants, but does not yet have an organized way to attend to infants' emotional development and mental health needs, this report details a study to ascertain the need for infant mental health services and examined the current level and types of services available. Data were gathered by means of a mail survey sent to parents and representatives from a variety of professional fields, focus groups held in five communities, and interviews with parents and key people in pivotal positions serving families. Also, a consultant team of community experts and the Center for Early Education and Development at the University of Minnesota reviewed current systems in Minnesota and other states. The report defines infant mental health, presents a conceptual framework for a coordinated system, outlines guiding principles underlying creation and coordination of services, and presents criteria for effective service delivery. The report recommends that infant mental health services be identified and organized as a continuum of activities in four areas: (1) public awareness; (2) education and support; (3) screening; and (4) assessment and intervention. The report also discusses costs and savings related to infant mental health services, policy and program implications, needs assessment results, and infant mental health activities in other states. The report concludes by asserting that a coordinated system of services to support physical and mental health will help ensure that children have a solid developmental foundation. The report's three appendices summarize the study's results and describe services in other states. (Contains 34 references.) (KB)

ED 439 843   PS 028 488

Rule, J. Chris
Brain Development & Early Childhood: An Arkansas Kids Count
Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Brain; Child Advocacy; *Child Welfare; *Childhood
Needs; Cognitive Development; Preschool Education; State
Action; *State Aid; State Programs
IDENTIFIERS- *Arkansas; Brain Development

Using recent economic data on state spending and information about childhood brain development, this Kids Count mini-report offers a snapshot of where Arkansas stands on early education and spending on such programs. The report examines the next steps, challenging conventional wisdom in order to explore the best path for improving child outcomes in Arkansas. The report's sections are: (1) "Brain Growth and Spending on Kids: What's the Connection?"; (2) "What Investment Has Arkansas Made in Early Education?"; (3) "The Impacts of Early Education on Children"; (4) "Quality Early Education and Child Care"; (5) "Changing Our Priorities: Strategies for Better Early Childhood

SUNY Series, Interruptions: Border Testimony(ies) and Critical Discourse/s.
PUB DATE- 00
NOTE- 240p.; Foreword by Gary A. Olson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indian Education; Culturally Relevant Education; *Culture Conflict; Outdoor Education; Resistance (Psychology); Rural Schools; Secondary Education; Secondary School Students; Student Alienation; *Teacher Student Relationship; Teaching Experience; Teaching Methods; *Writing Instruction
IDENTIFIERS- Alaska (South Central); Athapascan (Tribe); *Critical Literacy; *Critical Pedagogy; Cultural Hegemony; Foxfire; Teacher Community Relationship

This book relates a White teacher's experiences in an Athabascan village in Alaska in an attempt to theorize pedagogy in a real-world situation. The book presents itself as a hybrid of autobiography, Native American resistance struggle, postcolonial discourse, radical composition theory, case study, and ethnography. The teacher's narrative explains how he came to be a bush teacher; describes complex classroom dynamics, where some students resisted the dominant culture, some were alienated from Native culture, and others were marginalized from both; discusses his growing acquaintance with his students and their competence in the outdoors; describes how students were engaged by a Foxfire-style, outdoor, culture-based project; and examines his own journey of self-discovery and realization of the teacher's role as cultural imperialist. Several pedagogies are critiqued: traditional cognitivist pedagogy, basic writing practice, "contact zone" pedagogy, conflict-oriented pedagogy, and Foxfire teaching practices. The aim throughout is to illustrate the possibilities for a pedagogy in the "bicultural borderlands" that more truly serves the interests and needs of the marginalized borderland learner: a pedagogy whose goal is not acculturation but agency, that is not predicated on the transmission of knowledge but on the transference of authority, that does not foreground assimilation into the dominant culture but spiritual redemption through reconnection to an indigenous subculture. The narrative also investigates the manner in which ethnicity, deracination, and acculturation affect the acquisition of literacy, and the ways in which literacy has been used as a cultural weapon. (Contains 112 references and an index.) (SV)

ED 439 864   RC 022 335

Leadership for Better Schools.
SPONS. AGENCY- New Iowa Schools Development Corporation, Des Moines.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Community Involvement; *Cooperative Planning; Educational Change; Elementary Secondary Education; Futures (of Society); Leadership Training; *Long Range Planning; *School Community Relationship; *Self

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Blindness; *Distance Education; Higher Education; *Masters Programs; Program Descriptions; Rural Education; *Special Education Teachers; Teacher Education; *Teacher Education Programs; *Visual Impairments; World Wide Web
IDENTIFIERS- *Course Development; Online Courses; *University of Northern Colorado

The University of Northern Colorado developed a master's degree program to train specialists in the education of students with visual disabilities in the 14-state region of the Western Interstate Commission on Higher Education. The program is student-centered, stresses effective interaction between faculty and students and among students, and uses academic resources that address the multiple learning styles of students. Although multiple media and distance systems are used to deliver this program, the World Wide Web was chosen as a central learner and instructional resource for the conversion of each course for distance delivery. All courses have embedded syllabi, links to discipline and course standards, course requirements, descriptions of course activities, an asynchronous threaded discussion area, a course schedule, a dedicated class listserv, and a place for additional Web-based and other resources. Student support systems include an online admissions application, a student handbook, a Toll-Free phone number into the special education division office, a Webmaster who responds to technical problems, a CD-ROM with Web browser to load on home computers, and course and enrollment listservs. The project found that the design of distance education courses was expensive and needed much time and expertise; significant specialized design was required since most distance delivery technologies are visual; and extensive advance planning and faculty training were required. (TD)

ED 439 882   RC 022 354

Cates, Dennis L.; Smiley, Frederick M.
"I Do It All": The Ballad of the Rural Special Education Teacher.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Inclusive Schools; Mainstreaming; *Rural Schools; School Districts; School Surveys; Severe Disabilities; *Special Education Teachers; *Teacher Certification; Teacher Education; Teacher Shortage
IDENTIFIERS- Cameron University OK; *Oklahoma

Because extremely small rural districts in Oklahoma have limited resources and are not able to hire additional specialists, and because parents want education in local inclusive settings, *most special education teachers in these districts serve* students with disabilities for which they are not certified. A survey of school districts in Oklahoma with less than 11 people per square mile found that the number of special education

1 discusses the interrelatedness of culture, values, and learning. Three types of learning are self-motivated learning; instruction; and most importantly, model building, which is creating a meaningful structure or worldview for handling data. Each culture influences its people's model-building activity--this is acculturation. Part 2 divides cultures into three groups: preindustrial, industrial, and postindustrial. A preindustrial culture could depend on the assimilation of its values by youth in a natural unforced manner. An industrial culture cannot afford to do so because of tensions inherent in the lifestyle itself. The formal institution, "school," is one of the mechanisms created to shield children from alien values and expose them constantly to the culture. Schools channel children's energy towards the acquisition of skills needed in the economy. The essential nature of the learning process is strongly interfered with in industrial cultures. Postindustrial cultures are defined by freedom from physical exertion for survival necessities as a result of advances in communications, transportation, and production technologies; these cultures place high value on creativity, originality, curiosity, and wisdom. U.S. culture is making the transition to a postindustrial culture. Transitional schools that are fully democratic social organizations, and that allow self-motivated exploration, unfettered model-building, and play are needed. Appendices present publications of Sudbury Valley School dealing with educational philosophy, a summary of the theory of organic thinking, and the role of play at Sudbury Valley School (TD)

ED 439 899   RC 022 375

Guerrero, Peter F.
Pesticides: Improvements Needed To Ensure the Safety of Farmworkers and Their Children. Report to Congressional Requesters.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agricultural Laborers; *Child Health; Child Labor; Federal Legislation; *Federal Regulation; Food Standards; *Information Needs; Labor Standards; Migrant Children; Migrant Workers; Occupational Safety and Health; *Pesticides; *Safety; Work Environment
IDENTIFIERS- *Environmental Protection Agency

In response to a Congressional request, the General Accounting Office examined issues related to pesticide safety for children in agricultural settings. Pesticides can cause acute, chronic, or delayed-onset illnesses. Children may be exposed to pesticides through farm work; eating pesticide-treated foods; or contact with drift from pesticide applications or with treated plants or soils. Children are more vulnerable to pesticides than adults. In 1998, an estimated 129,000 youth aged 14-17 worked on crops. However, this number may be an underestimate; younger children who are employed illegally are not reported, and parents may bring young children to the fields because child care is unavailable. The Food Quality Protection Act directs the Environmental Protection Agency (EPA) to reevaluate the amount of pesticide residues allowed on or in food and to consider "major identifiable subgroups of consumers" (such as farm children). Comprehensive information on the acute and chronic health effects of pesticide exposure does not exist for farmworkers, farm children, or the general following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. The videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 925   SE 063 333

All about Reptiles. Animal Life for Children. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 063 320-332.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Animal Behavior; Animals; Audiovisual Aids; Biological Sciences; Elementary Education; Environmental Education; *Habitats; Science Education; Videotape Recordings; *Wildlife; Zoology
IDENTIFIERS- *Reptiles

Dinosaurs may be extinct, but reptiles are distant cousins to the beasts that once walked the earth. From snakes and lizards to iguanas and tuataras, children learn what factors make them different from other animals. In this videotape, students explore the mysterious, often misunderstood, world of reptiles and learn about their characteristics and how they differ from amphibians. This videotape correlates to the following National Science Education Standards for Life Science: characteristics of organisms; life cycles of organisms; and organisms and environments. The videotape is accompanied by a teacher's guide and a hands-on student experiment. (CCM)

ED 439 926   SE 063 351

Algebra? A Gate! A Barrier! A Mystery!
PUB DATE- 00
NOTE- 17p.; For the previous issue, see ED 434 029.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Elementary Secondary Education; *Equal Education; Graphing Calculators; Higher Education; *Mathematics Curriculum; *Mathematics Instruction; Thinking Skills

This issue of Mathematics Education Dialogues focuses on the nature and the role of algebra in the K-14 curriculum. Articles on this theme include: (1) "Algebra For All? Why?" (Nel Noddings); (2) "Algebra For All: It's a Matter of Equity, Expectations, and Effectiveness" (Dorothy S. Strong and Nell B. Cobb); (3) "Don't Delay: Build and Talk about Rich Experiences from the Beginning" (Sydney Schwartz and David Whitin); (4) "Exploring Our World through Algebraic Thinking" (Barbara Moses); (5) "Algebra in the Middle School? Yes, and Here's How To Start!" (Angela F. Allen); (6) "Demanding More from Middle-Level Mathematics?" (Tami Matsumoto); (7) "Making High School Algebra Accessible to All" (Kelly Hodges); (8) "No! Not Algebra" (Shirley T. Bagwell); (9) "Rising to the CAS Challenge" (Mark Howell); (10) "Algebra in an Integrated Approach to Mathematics" (Andy Begg); and (11) "The Algebra That Students Need To Know to Avoid Remedial Mathematics Courses in College" (Sid Rachlin). (ASK)

ED 439 927   SE 063 353

Garden Wisley. Transcripts were initially analyzed using a systemic network which yielded the major topics of conversation. Additional analysis involved reading and re-reading the transcripts in order to identify which curricular objectives were addressed. From the preliminary data analysis we suggest that children talk spontaneously about the easily observed features of plants such as color, shape and smell and offer past experiences with garden plants. When cued by adults or other children in the group, children attend to do less obvious aspects. The quality of children's interactions with accompanying adults strongly influences the science learning and curricular objectives realized. Implications for the preparation of teachers and parents are presented. (Contains 40 references.) (Author/CCM)

ED 439 949 SE 063 440

Larson, Jane O.
Fostering Instrumentalist Conceptions of the Nature of Science: A Classroom Study.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Chemistry; *Classroom Environment; Educational Philosophy; High Schools; Science Teachers; *Scientific Principles; Teaching Methods
IDENTIFIERS- Dependents Schools

This case study of learning explores the relationship between a chemistry teacher's instrumentalist perspective on the nature of science, the classroom culture that flourished through curriculum enactment during the course of a school year, and development of perspectives on science by his students. An ethnographic methodology was employed, with participant observer field notes, interviews, and text analysis as major sources of data. From the outset, the teacher explicitly interjected his views on the nature of science into class lectures and discussions with the intent of alleviating student fears of higher-level science courses. In addition, students implicitly learned about the process of scientific inquiry through participation in lab work and science projects. Data from exit interviews exploring students' views on the nature of science confirmed that most students were instrumentalist in their perspectives. Six of the teacher's instructional techniques were identified as contributing to a classroom culture that fostered this viewpoint: modeling scientific inquiry and attitudes; interjecting anecdotes related to the development of scientific concepts; using explicit language; employing high level questioning; providing a supportive classroom atmosphere for the exploration of science; and involving students in independent science projects. (Contains 16 references.) (Author)

ED 439 950 SE 063 440

Bennett, Judith; Green, Gail; Rollnick, Marissa; White, Margie
Freshman South African Students' Views on the Study of Chemistry.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA,

development; (3) freedom, responsibility, and opportunity are inextricably linked; and (4) human development can be promoted without increasing government expenditures. Nineteen statistical tables that correspond with indicators specified by the UNDP are appended. (Contains 127 references.) (EH)

ED 439 969   SO 027 309

Cooperation in Education in the European Union, 1976-1994. Studies No. 5.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Task Force on Human Resources, Education, Training, Youth.
PUB DATE- 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Cross Cultural Training; Cultural Exchange; Foreign Countries; *International Cooperation; *International Educational Exchange; *International Relations
IDENTIFIERS- *European Union

This report covers almost two decades of European Community cooperation in education. Significant historical points are brought out, but the main focus is on what this cooperation means today, after so many years of activity and hard work. The report traces the efforts of the Member States of the European Community to gain a better understanding of the education systems in other Member nations. Initial and continuing training programs remain a major focus of Member efforts since economic growth and development depends on a knowledgeable work force. Reference is also made to Community actions in the field of youth policy and to Tempus, the program for higher education cooperation with the countries of Central and Eastern Europe. The report is divided into four sections: (1) "From the Initial Commitment to Today's Initiatives"; (2) "Developments and Areas of Action Since 1976"; (3) "Actors and Partners in Cooperation"; and (4) "Constructing the Future on the Foundation of Past Achievements and Wide-Ranging Consultations." The volume concludes with a list of 352 references, including the main legislative texts and documents which have formed the basis of the European Community's education, training, and youth actions and programs since 1976. (EH)

ED 439 970   SO 027 310

Administrative and Financial Responsibilities for Education and Training in the European Community.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Task Force on Human Resources, Education, Training, Youth.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Comparative Education; *Educational Administration; *Educational Finance; Foreign Countries; *International Cooperation; *International Educational Exchange
IDENTIFIERS- *European Union

NOTE- 91p.; Portions of the material may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- Aging Education; *Aging (Individuals); *Curriculum Enrichment; High Schools; Higher Education; *Older Adults; *Population Trends; Social Problems; Social Studies
IDENTIFIERS- *Elder Care

The elderly are projected to make up a quarter of the U.S. population by the year 2025. This teaching kit introduces students to the major issues surrounding the growth of the elderly population. Young people whom older citizens are counting on for care and support are, for the most part, unaware of the impact that this burgeoning older population will have on them. The kit contains an introduction; four activities for students (Martha Sharma; Cheryl Stauffer); a data sheet; a wall chart, "Aging in the United States"; a bulletin, "Older Americans in the 1990s and Beyond" (Judith Trens); a glossary, and a 13-item bibliography. The kit can be used with older high school students or beginning college students and takes approximately one week to complete. (BT)

ED 439 992 SO 030 951

Ridley, Sarah
Puja: Expressions of Hindu Devotion. Guide for Educators.
PUB DATE- 96
NOTE- 41p.; Accompanying videotape and three posters not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; Foreign Countries; Global Education; Indians; Middle Schools; Multicultural Education; Non Western Civilization; Religion Studies; *Religious Cultural Groups; Secondary Education; Social Studies
IDENTIFIERS- Hindu Art; *Hinduism; India

This teaching packet serves as a unit by itself or as part of preparation unit for a visit to the Arthur M. Sackler Gallery to see the exhibition "Puja: Expressions of Hindu Devotion." Focusing on Hindu religious objects found in an art museum, the packet suggests connections between art and world studies themes. In addition, these highly symbolic objects provide much material for discussion of the creation of images, whether in two or three dimensions, in speech, or in music. In this way, study of the objects provides a springboard for creativity in art, language arts, and music. This guide explains that puja is the act of showing reverence to a god, or to aspects of the divine, through invocations, prayers, songs, and rituals. An essential part of puja for the Hindu devotee is making a spiritual connection with a deity (often facilitated through an element of nature, a sculpture, a vessel, a painting, or a print). The guide's materials seek to give insight into Hindu pujas and to portray the role of art objects as links to the divine. Student learning objectives include to: (1) explain the basic beliefs of Hinduism; (2) identify several of the major Hindu gods and goddesses; (3) describe the practice of puja; (4) demonstrate an understanding of how objects are used in puja ceremonies; and (5) integrate concepts learned from the study of puja into other curriculum areas. (BT)

ED 439 993 SO 031 076

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Helping Relationship; High School Students; High Schools; Middle School Students; Middle Schools; Planning; Service Learning; Social Studies; *Student Projects
IDENTIFIERS- *Community Service; *Student Initiated Activities

This monograph highlights the projects that high school and middle level students have initiated when they have seen a need in their communities, researched the need, and then figured out a way to answer the need. The monograph categorizes these state and national award-winning, self-initiated community projects as follows: aiding the disadvantaged; helping the sick and disabled; campaigning against substance abuse and violence; improving community facilities; promoting volunteerism; assisting senior citizens; promoting health and safety; teaching and mentoring others; promoting citizenship; improving the environment; helping animals; and recognizing the efforts of others. The monograph is intended to be a project idea source for students to turn to when they are looking for a club or individual project. It states that, once a project has been decided upon, planning it properly will ensure its success. (BT)

ED 440 014 SO 031 542

Thompson, Susan Conklin
Folk Art Tells a Story: An Activity Guide.
PUB DATE- 98
NOTE- 185p.; Illustrations by Steve Walch; Photographs by Keith Thompson; Songs by Gretchen Young.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Art Products; *Childrens Art; Elementary Education; Folk Culture; Global Approach; Interdisciplinary Approach; Student Participation
IDENTIFIERS- *Folk Art

Folk art tells the story of many generations and reflects cultures everywhere. It is a wonderful tool for introducing students to world cultures and traditions. This book brings the world of folk art into the classroom with extension activities that integrate art, social studies, science, language arts, and music. Organized into three sections, the book covers traditional art activities, projects based on natural materials, and projects involving fabric. Detailed instructions are provided with each activity, including curriculum connections, materials needed, and ways to further explore and extend ideas. Songs, stories, recipes, reading suggestions, background information, and oral history interviews introduce students to some of the artists working in the folk art genre. Attractive black-and-white photographs and line drawings illustrate the text. (BT)

ED 440 015 SO 031 553

Kansas Curricular Standards for Music Education, 1998.
PUB DATE- 98
NOTE- 259p.; Some charts may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

information about school systems. The main section of the publication consists of concise descriptions of the structure of the formal education system in 144 countries, including available statistical figures concerning primary education. Chapters are: (1) "The Structure of National Education Systems"; (2) "The Duration of Primary or Basic Education"; (3) "Time Devoted to Teaching During Primary or Basic Education"; and (4) "Teaching Subjects During the First Four Years of Primary or Basic Education." Summary tables focusing on aspects of primary and basic education programs are given. Contains a glossary and a list of Web sites intended to give readers a general idea of the potential of the World Wide Web in terms of access to educational data and resources, in particular as far as official sources are concerned. (Contains 26 references.) (BT)

ED 440 035 SO 031 697

Torney-Purta, Judith
Some Reflections on the Past and Future of Research Concerning the Civic Engagement of Youth within the Context of the IEA International Civic Education Study.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Carnegie Corp. of New York, NY.; Maryland Univ., College Park, Graduate School.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (8th, Chicago, IL, March 30-April 2, 2000). Support also given by the William T. Grant Foundation of New York and the German Science Federation (DFG). For the IEA study (Phase I), see ED 431 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Citizenship Education; *Civics; Comparative Analysis; Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; *Global Approach; Qualitative Research; Statistical Analysis

In 1993, the International Association for the Evaluation of Educational Achievement (IEA) decided to mount a 2-phase study of civic education, the first phase being more qualitative and the second more quantitative, to complete testing before the end of the 20th century and to be released early in the 21st century. Countries participating in phase 1 or phase 2 included the United States, Canada, England, Hong Kong, Australia, Chile, Colombia, and many European countries. The study's international chair, a developmental psychologist, was concerned about the meaning of civic engagement for young people in both newer and older contexts. The qualitative phase elaborated national case studies, which suggested that there is a common core of content topics across countries in civic education and that civic education should be based on important content that crosses disciplines. These case studies contributed to the design of phase 2 in which approximately 110,000 students age 14 and 16-18 from nationally representative samples were tested. The Phase 2 Release Report is due to be published in early 2001. Findings suggest that interdisciplinary collaboration and international cooperation can be very productive; there are ways to effectively engage students in area community service programs; qualitative research can make contributions; racism is pervasive and resistant to change; and there is a persistent gap in

Pignatelli); (11) "The Portfolio Process: Teachers and Teacher Educators Learning Together" (Helen Freidus); (12) "Real Children and Imagined Homelands: Preparing To Teach in Today's World" (Jonathan Silin); and (13) "Families and Schools: New Lenses, New Landscapes" (Eileen Wasow). (Each chapter contains references.) (SM)

ED 440 055 SP 039 094

Ben-Peretz, Miriam; Schonmann, Shifra
Behind Closed Doors: Teachers and the Role of the Teachers' Lounge.
PUB DATE- 00
NOTE- 187p.; Foreword by Philip W. Jackson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Catharsis; Collegiality; Elementary Secondary Education; *Faculty Development; Foreign Countries; Interpersonal Relationship; Principals; School Culture; Self Expression; Social Experience; Social Influences; Teacher Attitudes; *Teacher Collaboration; *Teacher Improvement; Teachers
IDENTIFIERS- Boundaries; Israel; Knowledge Development; Learning Communities; Teacher Knowledge

This book examines teachers' lounges as sites for the development of communal knowledge. It highlights data from surveys of teachers regarding their interactions in 26 elementary and secondary teachers' lounges in Israeli schools. The book regards teachers in lounges as learners, whether they are involved in formal professional development activities or in informal exchanges with their colleagues. There are nine chapters: (1) "Modes of Inquiry"; (2) "Social Situations"; (3) "Dramatic Language"; (4) "Blurring of Boundaries"; (5) "Metaphors and Monologues"; (6) "Teachers' Perception of Lounges and Student Achievement"; (7) "Principals in the Teachers' Lounge: Intruders or Colleagues?" (8) "Professional Communities and Teacher Development"; and (9) "Implications for Teacher Education." An epilogue presents "Paradoxes in the Lounge." Two appendixes present a description of the location and interior design of some teachers' lounges in Israel and a copy of the teacher questionnaire. (Contains approximately 90 references.) (SM)

ED 440 056 SP 039 095

Smith, Gary R.; Carroll, Geraldine
On-Line Tutoring by Preservice Teachers.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Michigan Association for Computer-Related Technology Users in Learning (Grand Rapids, MI, March 10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; High Risk Students; Higher Education; *Internet; Poverty; Preservice Teacher Education; *Student Teachers; Teacher Student Relationship; *Tutoring
IDENTIFIERS- Vygotsky (Lev S); Zone of Proximal Development

learning. Seven recommendations for principal internship experiences are included. Data collection forms and data charts are appended. (Contains 13 references.) (SM)

ED 440 074   SP 039 114

Anderson, Maria; Cole, David; Fischer, Fritz; Ingram, Chris
The Shared Vision and Practice of a University/School Partnership.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Field Experience Programs; Higher Education; *Partnerships in Education; *Pedagogical Content Knowledge; Preservice Teacher Education; Secondary Education; Student Teaching; Teaching Methods
IDENTIFIERS- Early Field Experience; Subject Content Knowledge; Teacher Knowledge; University of Northern Colorado

This paper describes the University of Northern Colorado's Secondary Professional Teacher Education Program (PTEP), which involves a partnership with seven local area high schools and places approximately 200 secondary teacher candidates each semester in these schools. The program brings together university faculty members from the Colleges of Education and Arts and Sciences and teachers from the high schools to relay the content, knowledge, and experiences that the preservice teachers need. The Secondary PTEP is a four-phase program that offers early and advanced field experiences, experiences with secondary curriculum content, and experiences with various secondary teaching strategies within partner school classrooms. Each phase of the program includes coursework, field experiences, and seminars taken concurrently. This paper provides details about the earliest phases of the program and content knowledge from the university perspective, then discusses the early phases and professional content from the school perspective. It explores the values of the program in the latter phases from the school perspective and from the university perspective, focusing on content, teaching methods, and field experiences. (SM)

ED 440 075   SP 039 115

Sattler, Joan; Kiley, Therese
It Takes a Village: Promoting Multidisciplinary Leadership through a Professional Development School (PDS) Partnership.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000). Presented with Patrick Callahan, Sandy Farkash, Taunya Jenkins, and Patricia Kellogg.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; *Instructional Leadership; *Interdisciplinary Approach; Leadership Qualities; *Leadership

Dewalt, Mark W.; Graham, Patricia L.
Newspaper Advertising Trends and Teacher Supply in the Carolinas.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Elementary Secondary Education; *Newspapers; Private Schools; Public Schools; *Teacher Recruitment; *Teacher Supply and Demand; Teachers
IDENTIFIERS- *Job Announcements; North Carolina; South Carolina; *Want Ads

This year-long research project documented critical issues of supply and demand for teachers in the Carolinas. Researchers focused on the number of public and private school education positions advertised in the four major newspapers serving South Carolina and the Charlotte metropolitan region of North Carolina. They documented advertising trends for public and private schools in the region by recording the number of education-related positions advertised in the Sunday edition of each of four major newspapers during 1998. Data analysis indicated that the number of advertisements related to education was substantial. The newspapers included a total of 7,430 positions related to education during 1998. The ads were placed by a variety of schools and educational entities. There were advertised positions in 13 different states and 1 international location. Math, science, and special education were clear areas of need. Industrial arts, elementary education, English, and school principal positions were also frequently advertised. Many education vacancies appeared in July and continued into the first 2 months of the school year. These data support the notion that many districts are experiencing teacher shortages throughout the year. (Contains 13 references.) (SM)

ED 440 095 SP 039 144

Ryan, Patricia M.
Using Type To Prepare or Develop Teachers for Poor Urban Areas.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Psychological Type (Phoenix, AZ, July 13-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; Poverty; Preservice Teacher Education; *Teacher Characteristics; Teacher Evaluation; *Teacher Qualifications; Teachers; *Teaching Skills; *Urban Schools
IDENTIFIERS- Myers Briggs Type Indicator; Praxis Series; Professionalism; *Teacher Knowledge; Teacher Perceiver Interview

This paper reviews current literature about three tools used by teacher education programs and school districts to assess teacher candidate quality. It presents a matrix which aligns the underlying dimensions of teacher knowledge, dispositions, and skills for the STAR Teacher Interview, the Teacher Perceiver Interview, and the Praxis III Teacher Performance

ED 440 115 TM 030 710

Mitchell, Stephanie; King, Fredrick; Anderson, Gene
CIM Academy Summer School: A Report of the Evaluation of the 1999
  Summer School.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains;
  *Elementary School Students; Intermediate Grades; *Junior High
  School Students; Junior High Schools; Program Evaluation
IDENTIFIERS- *Certificate of Initial Mastery; *Portland School
  District OR

Students in the Portland, Oregon, public schools who achieve the state standards for grade 10 receive a Certificate of Initial Mastery (CIM) to document their achievement. Students who do not meet the standards may continue to be tested throughout their high school years, but they may receive a diploma without achieving a CIM. To offer additional support to students in grades 5 through 8 who were not meeting the state standards, the Portland Public Schools established a CIM Academy summer school. The 6-week summer program, conducted at nine sites, offered a focused instructional program that used small class sizes and a high-interest, hands-on curriculum. A total of 1,375 students attended the summer program in 1999. CIM Academy students in all grades made gains in inferential comprehension as measured by the school district's multiple-choice reading assessments. Students in grades 6, 7, and 8 also made gains in the literal comprehension scale of these tests. Students in grades 5, 6, and 8 made gains in mathematics achievement as measured by the district and state assessments. Approximately 40% of student writing samples from the Academy and 43% of mathematics work met or exceeded state standards. Recommendations for the continuation and improvement of the CIM Academy include more emphasis on fifth graders' transition to middle school and locate a stable source of funding for the program. Six appendixes contain the Academy registration form and "Goal Map," the interview protocol, the Director's report, and summaries of student achievement for reading and mathematics. (Contains 3 tables and 13 figures.) (SLD)

ED 440 116 TM 030 780

Schiel, Jeff L.; Harmston, Matt
Validating Two-Stage Course Placement Systems When Data Are
  Truncated. ACT Research Report Series.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Cutting Scores; Higher
  Education; *Screening Tests; *Student Placement; *Validity
IDENTIFIERS- *Data Truncation; Missing Data; *Two Stage Testing

In two-stage course placement systems, students first take a screening test. Students who score at or above the screening test cutoff score "K" enroll directly in a standard college course, whereas those who score below "K" take a placement test. Students who subsequently score at or above the placement test cutoff "K1" also enroll in the standard course. Consequently, students in the standard course will not have

(Contains 4 tables, 2 figures, and 19 references.) (SLD)

ED 440 138 TM 030 750

Results of College Admissions Testing in Texas for 1997-98 Graduating Seniors.
PUB DATE- 99
NOTE- 111p.; For the 1996-1997 results, see ED 432 580.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; Educational Trends; *High School Graduates; High Schools; Higher Education; *National Norms; State Programs; *Test Results; Testing Programs
IDENTIFIERS- ACT Assessment; *Scholastic Assessment Tests; *Texas

This report presents Texas results for the 1997-98 graduating class for both the College Board's SAT I: Reasoning Test (SAT) and the ACT Assessment. In 1998, numbers of both SAT I- and ACT-tested graduates were up from the previous year. The highest number of Texas high school graduates ever took one of the two examinations. The last decade brought some recovery over the previous decade's decline in both Texas and national SAT averages, with relatively more improvement in Texas within the last 12 years. The average 1994 Texas SAT-I total of 995 was 22 points below the national average of 1,017. The 1994 Texas average ACT Composite score was 20.3 compared to a national average of 21.0. Although Texas SAT-tested students had less academic preparation than students nationally, percentages completing 20 or more credits improved from 23% in 1991 to 45% (versus 50% nationally) in 1998. Black and Hispanic students had fewer academic credits than White and Asian American students. The percentage of ethnic minority students scoring at or above the SAT or ACT criterion has improved since 1991, although the percentage of white students remains higher. As is consistent with previous findings, SAT total and ACT Composite scores tended to go up as the values of certain demographic variables, including district wealth, student family income, and district percentage of teachers with advanced degrees, rose. Generally, the SAT and ACT results suggest focusing on improving the academic preparation of all students, while also encouraging testing participation. An appendix contains detailed tables of mean SAT and ACT scores and a glossary of category descriptions used in the analyses. (Contains 4 tables, 2 figures, and 56 references.) (SLD)

ED 440 139 TM 030 751

Whitford, Betty Lou, Ed.; Jones, Ken, Ed.
Accountability, Assessment, and Teacher Commitment: Lessons from Kentucky's Reform Efforts. SUNY Series, Restructuring and School Change.
PUB DATE- 00
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Accountability; Case Studies; *Educational Change; Elementary Secondary Education; High Stakes Tests; Performance Based Assessment; State Programs; *Student Evaluation; *Teacher Attitudes; Testing Programs
IDENTIFIERS- *Kentucky Education Reform Act 1990; *Reform Efforts

This book documents classroom practices and considers the challenges they face and their expectations for the future. The poll surveys school board members, superintendents, and other leadership staff, as well as representatives of colleges and universities who work with the staff and students of the Great City Schools. The survey, administered in October 1999, was completed by approximately 225 people. Urban school leaders and members of colleges and universities who work with the Great City Schools continue to feel strongly optimistic about the future of urban schools. School leaders continue to view business leaders, foundations, and local public officials as the most helpful groups to the urban public school. These leaders' perceptions of both print and electronic media demonstrate the powerful, and often negative, impact these media have on U.S. schools. Improving academic achievement was cited as the number one need of urban schools, with professional development and public confidence remaining among the top most pressing needs. Among the many reform efforts of urban schools, professional development, decentralized decision-making, and class size reduction have been high priorities. In spite of the obstacles they face, urban school leaders remain optimistic about the future of their schools. (SLD)

ED 440 158 UD 033 432

Ten Year Trends in Urban Education: 1987-1997.
PUB DATE- 00
NOTE- 33p.; Published irregularly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Enrollment; *Expenditures; Tables (Data); Teacher Student Ratio; *Teachers; *Urban Schools
IDENTIFIERS- *Council of Great City Schools

This collection of tables contains information about educational trends in the member cities of the Council of the Great City Schools. The enrollment of the Great City Schools (GCS) increased from 5.8 million students in 1987-1988 to 6.6 million in 1997-1998, an increase of 13.4%. The GCS enrolled 14.3% of U.S. public school students in 1997-1998. The number of teachers increased by 18.4% over the same period, to 363,277 in 1997-1998. The number of buildings in the GCS increased by 10%. The number of students with individual education plans (IEPs) in the GCS increased from 228,183 in 1987-1988 to 359,909 in 1997-1998, an increase of 57.7%. GCS students with IEPs comprised 14% of U.S. students with IEPs in 1997. The average expenditure per student in constant 1996 dollars in the GCS increased from $5,985 in 1989-1990 to $6,095 in 1995-1996. The student teacher ratio in the GCS decreased from 18.7 in 1987-1988 to 18.1 in 1997-1998, a year in which the national student-teacher ratio was 16.8. (Contains 14 tables and 12 figures.) (SLD)

ED 440 159 UD 033 443

Thao, Paoze
Mong Education at the Crossroads.
PUB DATE- 99
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project

with problems without excluding students from schools are needed, as are internal mechanisms to ensure that schools do not contribute to student attrition and an examination of the application of compulsory education in the postmodern society. (Contains 33 references.) (Author/SLD)

ED 440 180 UD 033 474

Gramckow, Heike P.; Tompkins, Elena
Enabling Prosecutors To Address Drug, Gang, and Youth Violence. Juvenile Accountability Incentive Block Grants (JAIBG) Program Bulletin.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Adolescents; *Delinquency; Drug Use; *Intervention; Juvenile Gangs; *Juvenile Justice; Law Enforcement; *Prevention; Program Descriptions; Urban Youth; Violence; Young Adults

This bulletin offers data on recent trends in juvenile violence, juvenile drug offenses, and gang-related juvenile offending, and describes prosecutorial responses to such offenses. Examples of promising prosecutor-led programs combating the illicit use of guns, violence, drugs, and gangs are also provided. These examples provide a range of ideas that prosecutors can use to enhance their own efforts. Prosecutors can play a significant role in reducing and preventing juvenile involvement with drugs and related criminal activities. Several of the responses described in this bulletin deal with educational initiatives, such as firearms education in the schools and drug education programs. The Juvenile Alcohol and Marijuana Diversion Program of Dakota County, Minnesota, is a diversion and prevention program that emphasizes an education/prevention/communication approach with an emphasis on chemical abuse awareness. Project Alliance, Middlesex County, Massachusetts is an example of a collaborative program that addresses problems that plague school communities through training on relevant topics. (Contains 53 references.) (SLD)

ED 440 181 UD 033 475

Oldenettel, Debra; Wordes, Madeline
The Community Assessment Center Concept. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; *Community Programs; *Delinquency; *Juvenile Justice; Learning Disabilities; Management Information Systems; Models; *Prevention
IDENTIFIERS- *Case Management; Juvenile Justice Delinquency Prevention Office

This bulletin is intended to inform juvenile justice practitioners and other youth service providers about the work of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in developing and demonstrating a Community Assessment Center (CAC) model, and to increase awareness about some of the

Supplement to "Patchwork Policies," see ED 439 183.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eligibility; *Immigrants; Immigration; Policy Formation; Profiles; *Public Policy; *State Programs; *Welfare Services
IDENTIFIERS- Welfare Reform

As a supplement to an analysis of the devolution of policymaking for immigrants from the federal government to the states, this report provides a one-page summary of each state's immigrant eligibility rules for cash, food, and health assistance programs. It also notes state naturalization initiatives begun or expanded in the wake of welfare reform, and includes some background information on each state's immigrant population and economy. Unless otherwise noted, all data on immigrant eligibility and program rules were current as of summer/fall 1998. Each profile contains graphs of population by nativity and citizenship, and of noncitizen population by poverty level. (SLD)

ED 440 202 UD 033 497

Riley, Pam; McDaniel, Joanne
Youth Out of the Education Mainstream: A North Carolina Profile. Juvenile Justice Bulletin.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Correctional Education; *Delinquency; Elementary Secondary Education; *High Risk Students; *Nontraditional Education; *Out of School Youth; Program Descriptions; Program Implementation; Urban Youth
IDENTIFIERS- *North Carolina

This Bulletin describes the impact of the Youth Out of the Education Mainstream (YOEM) program and summarizes North Carolina's implementation of this initiative at 10 sites in the state. The YOEM initiative, a joint program of the Office of Juvenile Justice and Delinquency Prevention, the U.S. Department of Justice, and the U.S. Department of Education's Drug-Free Schools Program, focuses on at-risk youth who are truant, dropouts, fearful of attending school, suspended, expelled, or in need of help reintegrating into mainstream schools from juvenile detention and correctional settings. Many of the lessons learned in the implementation of YOEM can be applied to all types of educational environments. Among these lessons is the realization that safe and stable learning environments, small classes, one-on-one instruction, caring teachers and administrators, and access to resources are the keys to success in education today. Profiles of several YOEM students are included. (Contains 41 endnotes.) (SLD)

ED 440 203 UD 033 498

Douglas, Toby; Flores, Kimura
Federal and State Funding of Children's Programs. Occasional Paper Number 5. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

Teaching Methods; Two Year Colleges
IDENTIFIERS- *Florida

This study was conducted to gather data about courses currently available to students through distance technologies, and to gather information from both faculty members and students concerning their perceptions of teaching and learning through remote processes in the Florida Community College System. This study focuses particularly on two-way interactive teleclasses and on-line courses with the overall goal of learning more about how many students participate, and how their instructors and they regard their learning experiences. The results of this study indicate that community college students appreciate the access and convenience of distance learning courses and are willing to adapt to and accommodate themselves to the technology. However, faculty who teach distance learning are ambivalent. They are struggling with the demands of teaching distance learning courses and are concerned about the challenges distance learning brings to the learning environment. Two ways in which the Florida Community College System has addressed quality concerns, as well as the Commission on Colleges Southern Association of Colleges and Schools' criteria about offering appropriate support services for distance learners, have been through the development of the Florida Academic Counseling and Tracking System (FACTS) and through the Distance Library Learning Initiative. Appendices listing the available community college distance learning courses and the complete surveys used in the study constitute over half of the report. (VWC)

ED 439 750 JC 000 264

Dougherty, Kevin, J.; Bakia, Marianne, F.
The New Economic Development Role of the Community College.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 99
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Role; *Community Colleges; Economic Development; *Economic Impact; *Educational Trends; Institutional Role; *Labor Force Development; Outcomes of Education; Partnerships in Education; *Student College Relationship; Two Year Colleges

This study analyzes the broadened role of the community college in workforce preparation and economic development over the last 20 years, describing its main contours, explaining why and how it arose, and assessing its impact on students, firms, and community colleges. As part of the study, questions were raised about the costs, as well as benefits, of the community college's new economic role. The report classifies and arranges its main chapters around the following three new economic development programs: (1) contract training; (2) small business development and incubation; and (3) local economic planning. Four research questions were explored, centering on program provision, program origins, variations in demand and supply of programs, and program impacts. The analysis is based on national data on the general economic-development role of community colleges and on an analysis of its role vis-a-vis five different industries: auto manufacturing, apparel making, construction, banking, and auto repair. Information on the relationships between firms and community colleges in the five industries was drawn from interviews, site visits, and documentary analysis with the following categories of people:

policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. State policymaker's enthusiasm for increasing the level of information technology (IT) at all levels of higher education is at an all-time high. Colleges and universities are also making investments in IT, yet despite financial commitments and new developments in IT products, technology has not been a part of restructuring how instruction takes place. Provided in the document are discussions about how IT will affect new roles for both campus and community. Five issues in particular are addressed: (1) state goals and priorities; (2) statewide networks; (3) new organizational structures; (4) cost-effectiveness; and (5) financing and investment strategies. Recommendations are given on how to meet policy challenges regarding the capital for IT development and the holistic integration of IT into the classrooms and curriculum. A sidebar highlights results of a 1997 survey of 605 colleges regarding campus technology use. (AF)

ED 439 770   JC 000 293

Rifkin, Tronie
Improving Articulation Policy To Increase Transfer. Policy Paper.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 00
NOTE- 9p.; For other policy papers in this series, see JC 000 286-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Articulation (Education); Bachelors Degrees; *Community Colleges; *Educational Policy; Higher Education; Partnerships in Education; Policy Formation; Transfer Policy; *Transfer Programs; *Transfer Rates (College)

This paper, which focuses on articulation policy and transfer between community colleges and four-year institutions, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. One of the oldest missions of the community college is to prepare students, who might not otherwise have had access, to transfer to, and be successful at, a four-year institution. There are numerous articulation policies regarding student transfer, yet many students enrolled in transfer-oriented programs do not realize their intent. If economic gains resulting from degree attainment are to become a reality for students, efficient transfer between institutions must be a part of the process. Troubling statistics indicate that students who initially enroll in a community college are less likely to complete their bachelor's degree than those who begin at four-year institutions. Several suggestions are offered for improving articulation and transfer, including: (1) streamlining articulation; (2) promoting collaboration; (3) fostering curriculum development; (4) bolstering student support services; (5) building technical support; and (6) providing for research and evaluation. The ultimate goal should be that a larger number of students seeking bachelor's degrees attain their objective, especially those whose only viable option for entry into higher education is to begin at a community college. (AF)

ED 439 771   JC 000 294

PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Day Care; Day Care Effects; *Early Childhood Education; Federal Aid; *Federal Programs; *Program Effectiveness; Public Policy; *School Readiness
IDENTIFIERS- Program Objectives

At the request of members of Congress, the General Accounting Office: (1) developed a categorization of federal early childhood education and care programs for a better understanding of the federal involvement in achieving school readiness; and (2) determined what is known about the effectiveness of selected programs in contributing to school readiness. To respond to the first objective, agency officials and experts in the field were consulted, a variety of agency documents and studies were analyzed, and earlier reports from the GAO and the Congressional Research Service were reviewed. The second objective was addressed by reviewing four selected programs: Head Start, Title I, the Child Care and Development Fund (CCDF), and the Social Services Block Grant (SSBG). Findings showed that federal early childhood education and care programs can be divided into three broad categories: (1) those that fund early childhood education and care settings, such as day care centers, in-home care, or school-sponsored prekindergarten programs; (2) those that fund support services to early childhood education and care settings, such as subsidizing meals served in day care centers; and (3) those that support child care for working families through provisions in the tax code. Programs in the first category could potentially have the greatest influence on children's readiness for school; within this category, however, programs vary in their emphasis on school readiness. The programs' primary goals or purposes and the level of support for preschool services help determine whether information is available on specific program outcomes such as school readiness. Programs that are not primarily focused on achieving school readiness (such as Title I, CCDF, and SSBG) do not collect data to measure that outcome. Consequently, even though the federal funding in support of early childhood education and care is substantial, there are currently limited data upon which to determine the effect of individual federal programs on school readiness. (EV)

ED 439 789 PS 028 373

Fagnoni, Cynthia
Child Care: State Requirements for Background Checks.
PUB DATE- 00
NOTE- 31p.; For earlier child care safety report, see ED 438 061.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Abuse; *Child Caregivers; *Criminals; *Day Care; Day Care Centers; Early Childhood Education; Family Day Care; State Action; *State Regulation; State Standards; State Surveys
IDENTIFIERS- *Background Checks (Employment)

Background checks involve gathering information from state and federal databases to determine if child care providers have a history of child abuse or other criminal convictions that would make them unacceptable for working with children. Background checks include state criminal history checks, state child abuse physical development, but fail to gain their mothers' acceptance. (Contains 44 references.) (HTH)

ED 439 808 PS 028 421

Marcon, Rebecca A.
Impact of Preschool Model on Educational Transitions from Early Childhood to Middle Childhood and into Early Adolescence.
PUB DATE- 00
NOTE- 11p.; Poster presented at the Conference on Human Development (Memphis, TN, April 16, 2000). For earlier reports from this study, see EJ 582 451, EJ 493 650, and EJ 458 104.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Early Experience; Elementary Education; *Elementary School Students; *Followup Studies; Grade Repetition; Low Income; *Outcomes of Education; *Preschool Education; Special Education; Student Adjustment; Student Placement
IDENTIFIERS- African Americans; Project Head Start

A follow-up study of 152 children enrolled in 66 urban schools was conducted at the end of the children's eighth year in school to determine any continuing influence of preschool experiences on later educational transitions. All children had attended both pre-kindergarten/Head Start and kindergarten prior to first grade entry. The sample was 97 percent African American; 60 percent were female. Eighty-five percent of the children qualified for subsidized lunch based on low family income, and 71 percent lived in single parent families. No differences attributable to the preschool model were found in rates of special education placements in third or sixth grades or in retention prior to third grade, or following third, fourth, or sixth grades. Overly academic early learning experiences were associated with reduced success in transitioning from the early childhood grades to the middle childhood grades. Children whose first school experience was a didactic, academically-focused preschool showed the greatest decline on standardized measures of school achievement between third and sixth grades. The long-term positive benefits of more active, child-initiated early learning experiences were clearly demonstrated in the middle childhood grades. However, all children regardless of type of early learning experience appeared to have some transitional difficulty as they entered the early adolescent grades. (Contains 11 references.) (Author/HTH)

ED 439 809 PS 028 423

Kessler, Rachael
The Soul of Education: Helping Students Find Connection, Compassion, and Character at School.
PUB DATE- 00
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Adolescents; *Emotional Development; *High School Students; High Schools; Personal Narratives; *Spirituality; *Student Needs; Teacher Student Relationship; *Values Education
IDENTIFIERS- Character Education; *Spiritual Development;

of center-based early childhood settings, including Head Start, nursery schools, private child care centers, kindergartens, and public preschool and primary programs, as well as a variety of cultural contexts in urban, suburban, and rural locations. The cases are grouped in seven large sections, each focusing on important issues in early childhood education and representing age levels from infancy through second grade. Each case concludes with questions for discussion. The sections are titled as follows: (1) "Challenges of Working with Parents"; (2) "Challenges of Curriculum"; (3) "Challenges of Classroom Communities"; (4) "Challenges of Children with Special Needs"; (5) "Challenges of Stress in Children's Lives"; (6) "Challenges in Antibias Practice"; and (7) "Challenges of Workplace Settings." Each section includes resources for further reading. (KB)

ED 439 826   PS 028 444

Kansas Kids Count Data Book, 1998. A Project of Kansas Action for Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 329p.; For 1997 Data Book, see ED 405 137. Additional funding has been provided by SPRINT.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Drinking; Drug Use; Early Parenthood; High School Graduates; Immunization Programs; Infant Mortality; Juvenile Justice; Mortality Rate; One Parent Family; Poverty; Prenatal Care; Preschool Education; *Social Indicators; Tables (Data); Trend Analysis; Violence; Welfare Services; *Well Being
IDENTIFIERS- Availability (Programs and Services); Child Mortality; Indicators; *Kansas; Out of Home Care; Project Head Start

The Kids Count Data Book examines trends in the well-being of Kansas children. The statistical portrait is based on trends in 22 indicators of child well-being, grouped into 5 areas: (1) economic well-being--births to single teens, free school meals, family economic assistance, child poverty rates; (2) physical health and safety--childhood deaths, infant mortality, early prenatal care, immunization rates, low birth-weight infants; (3) childhood care and education--Head Start participation, child care availability, high school graduates pursuing post-secondary education/training, births to mothers with less than a high school degree, high school graduation rates; (4) emotional well-being--out-of-home placement, teen violent deaths, reported and confirmed child abuse and neglect; and (5) social behavior and control--juvenile court filings, youth alcohol use, youth reporting binge drinking, youth who have ever used drugs other than alcohol. Section 1 of the data book, "A Roadmap for the Future," discusses the importance of early childhood for future development and describes Kansas' investment in those years through parent education initiatives. Section 2 consists of tables detailing findings for each indicator by county and statewide. Section 3, the bulk of the report, presents statistics for each county, a graphic and narrative description of trends, and demographic information. Among the findings, the report notes that for 18 indicators with reliable baseline data, there have been improvements since

Care"; and (6) "Caring for Our Youngest Citizens: What Can You Do To Help?" The report recommends promoting good parenting, health care for children, and good early childhood care; targeting preventive early childhood programs to more high-risk children; and securing and maintaining funding for young children. (EV)

ED 439 844   PS 028 467

Elternbriefe des Arbeitskreises Neue Erziehung (The Letters for Parents of the "Arbeitskreis Neue Erziehung").
PUB DATE- 99
NOTE- 195p.
LANGUAGE- German
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Family Life; Foreign Countries; Newsletters; *Parent Child Relationship; *Parent Education; *Parenting Skills; *Parents
IDENTIFIERS- First Time Fathers; First Time Mothers; Germany

Recognizing that first time parents often have more questions than answers about child rearing, youth welfare services in the Federal Republic of Germany have been sending a series of newsletters since 1975 to all first time parents from the time of the child's birth to their child's eighth birthday. A board of representatives from the youth welfare services is responsible for supervising the newsletters' content and their periodic revision. This document comprises an entire set of the 46 newsletters, dated between 1997 and 1999. Their purpose is to provide a developmental diary for parents, to provide support to help parents prevent educational problems, and to develop a happy family life. The newsletters are sent in pedagogically justified intervals: monthly from birth to 1 year, bimonthly from 1 year to 2 years, quarterly from 3 to 5 years, bimonthly from 5 to 6 years, and quarterly from 6 to 8 years. Each newsletter covers several different topics related to experiences relevant for the child's age and to responds to questions parents may have. Topics covered in the newsletter include the following: (1) why babies cry; (2) TV for 3-year-olds; (3) growing up bilingual; (4) eating with joy and without stress; (5) if another baby arrives; (6) if parents separate; (7) games and outings for the whole family; and (8) no need for spanking. (KB)

ED 439 845   PS 028 468

Otterbourg, Susan
The Partnership for Family Involvement in Education: Who We Are and What We Do.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College School Cooperation; Community Involvement; Elementary Secondary Education; *Family Involvement; *Parent Participation; Parent Student Relationship; *Partnerships in Education; Program Descriptions; School Business Relationship; School Community Relationship;

Evaluation (Groups); Strategic Planning
IDENTIFIERS- *Iowa

Even the best schools must undertake a systematic and continuous appraisal of their current condition and future directions if they are to remain valuable and viable contributors to their community's quality of life. It is clear that schools cannot undertake that appraisal unless it is done in full partnership with the communities in which they are located. This manual was written to help schools and communities undertake such a joint planning process, with the future of both the school and community in mind. One way to get started on a joint planning process is to engage citizens in thinking about a preferred future for both the school and community, then engage the community in a process of identifying critical issues, relevant assets, and key strategies that will move the community toward that preferred future. This manual describes a step-by-step approach to such a process. Chapter 1 addresses building the leadership team, including the importance of community engagement and strategies for increasing it. Chapter 2 describes developing the school-community vision. Chapter 3 discusses identifying issues. Chapter 4 is about mapping community and school assets. Chapter 5 describes developing an action plan, including setting goals, developing strategies, defining activities, and steps for implementation. Chapter 6 discusses monitoring results. Each step is explained in depth, with suggestions on how to proceed and activities that support each step. (TD)

ED 439 865   RC 022 337

Lemke, June, Ed.
Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, Virginia, March 16-18, 2000).
PUB DATE- 00
NOTE- 310p.; Dedicated in memory of Dr. William Farley Young, a long-time member of ACRES. For selected individual papers, see RC 022 338-365.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; Disabilities; Distance Education; Early Childhood Education; Elementary Secondary Education; Gifted; Higher Education; *Mainstreaming; Regular and Special Education Relationship; *Rural Education; *Special Education; Special Education Teachers; *Teacher Collaboration; *Teacher Education

This proceedings contains 57 presentations and presentation summaries concerned with rural special education. The papers are arranged in 11 sections: impacting governmental policy, at risk, collaborative education models, early childhood education, gifted, multicultural, parents and families, preservice and inservice teacher education, technology, transition, and other. Topics include agency cooperation related to Medicaid, statewide professional development systems, state advisory panel role, continuous program improvement, a peer-assisted self-management program, functional behavior data collection, rural school violence, teacher collaboration, Internet resources, use of assistive technology in early intervention, an online gifted education course, rural gifted education, cultural influences, distance learning on American Indian reservations, Hispanic students with disabilities in rural settings, special education on the Navajo reservation, parent role, home programs, teacher teachers in these districts ranged from 0.2 to 7.0. Although 96 percent of these teachers held certificates in learning disabilities, mental retardation, or emotional disturbance, only 32 percent of them held certificates in all three areas. Forty percent of respondents had training in multiple disabilities and an additional 6 percent were completing their training. Many of these teachers stated "I do it all." Because certification has been categorical, these teachers have completed additional training to ensure that appropriate services are provided, even though certification across disability categories was not required for employment. Many teachers indicated that students with multiple or severe disabilities were served in inclusive settings. University teacher preparation programs should restructure their curricula and combine certificate programs to transcend categories. A special education teacher preparation program at Cameron University (Oklahoma) is described that provides a background in teaching methodology for all nonsensory disabilities except other health impairment, autism, and traumatic brain injury. Categories of special education certification in 17 states are listed. (Contains 10 references.) (TD)

ED 439 883   RC 022 355

Mayhew, Jack
Service-Learning in Preservice Special Education: A Comparison of Two Approaches.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes Toward Disabilities; *Disabilities; *Experiential Learning; Higher Education; Learner Controlled Instruction; Preservice Teacher Education; Program Effectiveness; *Service Learning; Special Education; *Student Attitudes; Student Experience; Student Surveys; *Teacher Education; Undergraduate Study

A study compared the use of two approaches to service learning in an undergraduate human exceptionalities course. The "Unlimited Choice-group" of 13 students designed and implemented their own service learning project involving persons with disabilities, and the "Limited Choice-group" of 16 students chose between 3 prearranged projects. Quantitative data were obtained from the standard university course evaluation survey. Qualitative data came from student journals and interviews. Results suggest that students benefited from both approaches, but each approach had advantages and disadvantages. The course evaluation survey showed that students in the unlimited choice group responded more positively in the content and citizenship domains than the limited choice group. Class discussions about the service experience were a critical component of service learning--the unlimited choice group commented on their value, and the limited choice group wished there had been more discussion. Students in the limited choice group were able to make more specific connections between course concepts and the service experience, possibly because they served a more diverse population of children with disabilities. Most of the unlimited choice group focused on one individual, which greatly contributed to their satisfaction with the experience. Personal population. The EPA has implemented the Worker Protection Standard, intended to reduce farmworkers' exposure to pesticides. These protections were designed for persons over age 12. Furthermore, the EPA has been inconsistent in monitoring the protections and has little assurance that they are actually being provided to adult or child farmworkers. Recommendations pertain to improving data on acute pesticide illnesses, protecting children under age 12 who are in the fields, evaluating the adequacy of the protections for teenagers working in agriculture, and strengthening EPA oversight of state implementation of the Worker Protection Standard. Appendixes include scope and methodology and EPA comments. (SV)

ED 439 900   RC 022 376

American Indian Vocational Rehabilitation Directory, 2000.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 81p.; Produced with the Consortia of Administrators for Native American Rehabilitation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alaska Natives; *American Indians; Disabilities; Human Services; Organizations (Groups); *Rehabilitation Programs; Special Education; *Tribes; *Vocational Rehabilitation

This directory lists 55 tribal vocational rehabilitation programs serving American Indians and Alaska Natives in 19 states. Sections for each state begin with a summary page, followed by a listing of individual vocational rehabilitation programs and related agencies and organizations. Each entry includes the name of the project director, postal address, telephone and fax numbers, e-mail address, and space for updates and notes. The states covered are Alaska, Arizona, California, Colorado, Idaho, Michigan, Minnesota, Mississippi, Montana, Nevada, New Mexico, New York, North Dakota, Oklahoma, Oregon, South Dakota, Washington, Wisconsin, and Wyoming. (SV)

ED 439 901   RC 022 377

Indian Vocational Education Program: Project Summaries for Program Years 1999-2000. Continuation Grants and New Grants.
PUB DATE- 99
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Community Colleges; Federal Aid; *Federal Programs; *Job Training; Postsecondary Education; Secondary Education; Tribally Controlled Education; *Tribes; *Vocational Education; *Vocational Rehabilitation

The Indian Vocational Education Program (IVEP) supports American Indian and Alaska Native tribes and tribal organizations that provide secondary and postsecondary vocational education programs for the benefit of Native Americans. This booklet provides summaries of 41 projects funded by IVEP in 1999-2000. These projects offer postsecondary-level certificate or degree options and have the ultimate goal of providing training that leads to job placement or further education for youth. A brief program overview covers purpose, legislative authorization and federal program administration, federal funding, leadership and

Hill, Susan T.
Science and Engineering Degrees: 1966-97. Detailed Statistical Tables.
PUB DATE- 00
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); Doctoral Degrees; *Engineering Education; Higher Education; Masters Degrees; *Science Education; *Statistical Data; *Statistical Surveys; Tables (Data)

This publication provides detailed statistical data on degrees in science and engineering fields for 1966-67. Bachelor's and master's degree data were obtained from the universe institution surveys of the National Center for Education Statistics (NCES), U.S. Department of Education. Data on doctorates are from the Survey of Earned Doctorates, a universe survey of individual doctorate recipients sponsored by the National Science Foundation (NSF) and four other federal agencies. The estimates of population in the various age categories are based on data that was collected and published by the Bureau of the Census, U.S. Department of Commerce. Sections include: (1) "Technical Notes"; (2) "Detailed Statistical Tables"; (3) "Classification of Programs"; and (4) "Getting Information on the World Wide Web". (CCM)

ED 439 928 SE 063 354

Palincsar, Annemarie Sullivan; Magnusson, Shirley J.
The Interplay of Firsthand and Text-Based Investigations in Science Education. Ciera Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, IL.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 43p.; Research supported by the McDonnell Foundation and the Eisenhower Higher Education Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Hands on Science; *Inquiry; *Investigations; *Science Education; *Textbooks

This paper presents the results of a study concerning the use of text in support of firsthand scientific inquiry instruction in the early elementary grades. A partial transcript of two teaching sessions in which an expert classroom teacher incorporated text into her inquiry instruction is investigated. The knowledge gained from these sessions helped inform the development of a new text genre modeled on a scientist's notebook. Unlike traditional texts that simply present a body of information, the notebook format models the use of scientific reasoning for children. Sections include: (1) "The Interplay of Firsthand and Text-Based Investigations in Science Education"; (2) "What Is Known about Text in Science?"; (3) "The Professional Development Context Supporting This Program of Research"; (4) "Descriptive Research on Secondhand Investigations"; (5) "Designing Text To Support Guided Inquiry Teaching"; (6) "Experimental Research Comparing the Innovative Text with Traditional Text"; (7) "Results and Discussion"; and (8) "Observational Research with the Innovative Text." (CCM)

ED 439 929 SE 063 355

April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *College Freshmen; Evaluation; Foreign Countries; Higher Education; *Science Education; *Student Attitudes; Teaching Methods
IDENTIFIERS- *South Africa

In any teaching situation, it is always possible to identify those students who generally seem to have a positive attitude towards what they are doing, and those who seem less positive. Students' attitudes seem to feature prominently in many teachers' and lecturers' concerns about the effectiveness of their teaching. Students' attitudes are an important factor in determining their success. This paper reports on aspects of a study which sought to gather information on students' attitudes toward the study of chemistry. The specific aims were: (1) to develop an instrument to assess first year students' attitudes toward the study of chemistry; (2) to use the instrument to gather baseline data on two cohorts of students (mainstream chemistry students and students on a two-year access program); and (3) to identify possible areas for intervention and remedial action. Many of the students involved in the study were first generation university students in a transforming university environment. They were often second language speakers of English, coming from a background of disadvantaged schooling with little laboratory experience. Other students were from a more advantaged environment and typically were second or third generation university students. The study found a definite relationship between students' views and their performance. There were few low performing students with high global means on the testing instrument and no high performing students with low global means. (Contains 16 references.) (Author/CCM)

ED 439 951 SE 063 450

Kim, Eunjin; Park, Hyun-Ju; Kang, Ho-Kam; Noh, Suk-Goo
Developing a Framework for Science Performance Assessment.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Education; Higher Education; *Performance Based Assessment; *Science Education; Science Teachers; Three Dimensional Aids

The purpose of this study was to develop a Framework for Performance Assessment in Science Education (F-PASE). Science educators in the past have paid more attention to science curriculum and teaching strategies than assessment. In recent years attention has turned toward performance assessment which addresses the concerns of science curriculum and instruction and which is consistent with goals of science education at various levels of interests. Science educators are trying to do performance assessment, yet they don't have a highly qualified framework in terms of science educational objectives for the future and advantages of performance assessment. The paper has developed a framework for performance assessment in science

This brief report offers an explanation for mutual understanding among European Community Member States of how "subsidiarity" applies for future cooperation in education and training. Basic information on the division of responsibilities, both administrative and financial, in education and training in the Member States is presented. The countries profiled include: (1) Belgium; (2) Luxembourg; (3) The Netherlands; (4) Greece; (5) Spain; (6) France; (7) Ireland; (8) Italy; (9) Denmark; (10) Federal Republic of Germany; (11) Portugal; and (12) the United Kingdom. (EH)

ED 439 971   SO 027 311

Organisation of School Time in the European Union. Second Edition.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE- 95
NOTE- 45p.; Colored bar charts may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Comparative Education; *Educational Administration; *Educational Finance; *Elementary Secondary Education; Foreign Countries; *International Cooperation; *International Educational Exchange; Time Management; Time On Task
IDENTIFIERS- *European Community

This brief report contains basic data on the management of pupils' school time in European primary and secondary education. A wide range of aspects are covered, including the duration of compulsory education, the organization of the school year, the distribution of holidays, and daily and weekly timetables. A description is given of each of these, together with a comparative picture illustrated by graphs. The countries profiled include: (1) Belgium; (2) Denmark; (3) Germany; (4) Greece; (5) Spain; (6) France; (7) Ireland; (8) Italy; (9) Luxembourg; (10) the Netherlands; (11) Austria; (12) Portugal; (13) Finland; (14) Sweden; and (15) the United Kingdom. The European Economic Area (EEA) countries included are Iceland, Liechtenstein, and Norway. (EH)

ED 439 972   SO 027 312

Key Data on Education in the European Union, '95. Second Edition.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE- 96
NOTE- 191p.; Colored charts and maps may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Comparative Education; *Educational Administration; *Educational Finance; Elementary Secondary Education; Foreign Countries; Higher Education; *International Cooperation; *International Educational Exchange; Tables (Data); *Teacher Education; Teaching Conditions
IDENTIFIERS- *European Union

This report presents information and statistics about the overall picture of education in Europe, and makes it possible to measure the strengths and weaknesses within the European Union.

Long, Neyda H.
Diversity, Human Rights, and Curriculum in Canada.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Liberties; *Cultural Context; *Curriculum Enrichment; Foreign Countries; Middle Schools; *Secondary School Curriculum; Social Studies
IDENTIFIERS- Cultural Relativism; *New Brunswick

Although a discussion of human rights is perhaps the most important topic of any social studies curriculum, such discussions are absent from even those curriculum topics where they would seem most appropriate. While the foundational principles of human rights are basic in all cultures throughout history, these basics are seldom taught. This paper seeks to create an awareness of the history and fundamental issues of human rights, and reviews how school curricula in New Brunswick (Canada) reflect human rights controversies. The first section of the paper outlines the basic concepts of natural law and positive law and argues that human rights are based on a universal conceptualization of the human essence. The second section discusses the debate between universalism and the epistemological relativism and anthropological relativism. The last section stresses the importance of helping students comprehend the rights and duties of citizenship. (Contains 14 references.) (BT)

ED 439 994   SO 031 135

Goehner, Thomas B.
Woodrow Wilson: Prophet of Peace. Teaching with Historic Places.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Heritage Education; Historic Sites; *Modern History; *Peace; Presidents of the United States; Primary Sources; Secondary Education; Social Studies; *United States History; World War I
IDENTIFIERS- League of Nations; National Register of Historic Places; *Wilson (Woodrow)

This lesson describes President Woodrow Wilson's struggle with and his ultimate failure at achieving lasting world peace through the League of Nations. The lesson focuses on November 23, 1923, the eve of the fifth anniversary of the Armistice that concluded World War I, when a frail and ill Wilson was ready to deliver a commemorative address by radio from the library of his brick home on S Street in Washington, DC. The lesson could be used in teaching units on foreign policy, peace education, presidential history, or the history of World War I. The lesson objectives are to: articulate the ideals of world peace and world order that Wilson espoused; describe the conflict between Wilson's ideals and the Senate's policy of isolationism; and explain why the ideals of a visionary like Wilson are significant in forming the policies of the government. The lesson is divided into the following teaching activities sections: Setting the Stage: Historical Context; Locating the Site: Maps (Washington, DC, 1914; Presidential

DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Music Education; *Public Schools; Special Education; *State Standards; Student Educational Objectives; *Student Evaluation; *Student Needs
IDENTIFIERS- *Kansas; *National Music Education Standards

These curricular standards for music education in Kansas were created to inspire all students and teachers to press toward excellence and creative confidence in music to become independent, wise, and humane individuals throughout their lives. The purpose of the Kansas Music Education Standards is: to strengthen music education in Kansas; bring music education in Kansas into alignment with the National Standards developed by the Music Educators National Conference; provide guidance to Kansas schools to achieve the Quality Performance Accreditation Outcomes through music education; and serve as a guide to Kansas schools in developing and/or revising music education curricula, K-12. Students will demonstrate a broad-based, well-grounded understanding of the nature, value, and meaning of music. Following explanatory materials, the guide is divided into these sections: (1) "The Alignment Matrixes"; (2) "The National Standards to Quality Performance Accreditation Spreadsheets"; (3) "The Glossary"; (4) "Examples of Kansas District Curriculums and Scope and Sequence Built on National Standards"; (5) "Assessments"; (6) "Sample Lesson Plans"; (7) "Developmental Characteristics"; (8) "Suggested Adaptations for Students in Special Education"; (9) "Scheduling Guidelines/Block Scheduling"; (10) "Appendix: Quality Performance Accreditation Outcomes/Standards"; and (11) "Resources." (BT)

ED 440 016   SO 031 562

Convey, John J.; Thompson, Andrew D.
Weaving Christ's Seamless Garment: Assessment of Catholic Religious Education.
PUB DATE- 99
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; *Catholics; Christianity; *Evaluation; Priests; Religion; *Religious Education; Secondary Education

Two pastoral priorities that today's catechetical leaders place toward the top of their agenda are assessment and integration. Each priority has a rich fullness, grounded in the church's contemporary catechetical documents. This book tells the story of what youths know about their faith and how they put their faith into action. The chapter titles include the following: (1) "The Key Catechetical Principles Pertaining to Assessment"; (2) "Methodology for the Study"; (3) "Students' Religious Knowledge"; (4) "Students' Religious Beliefs, Practices, and Perceptions"; (5) "Relationships are Central to Religious Value Development"; (6) "Predictors of Religious Knowledge and Religious Practice"; (7) "Summary and Conclusions." (LB)

ED 440 017   SO 031 618

Nelson, Murry R., Ed.; Monsen, Lars, Ed.; Nordkvelle, Yngve, Ed.
Reform and Change in Social Studies: 1998 SSEC Annual Conference. Research Report.
PUB DATE- 99
NOTE- 84p.; Papers presented at the Annual Conference of the Social Science Education Consortium (Lillehammer, Norway, June

representation of women in political office. (Contains 18 references.) (BT)

ED 440 036 SO 031 699

Quigley, Charles N.
Response to Findings of the NAEP 1998 Civics Report Card to the Nation.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Citizenship; *Citizenship Education; *Civics; Elementary Secondary Education; *National Competency Tests; Position Papers; *Public Schools; Report Cards; Social Studies
IDENTIFIERS- *National Assessment of Educational Progress

This position paper offers a response to the National Assessment of Educational Progress's (NAEP) 1998 Civics Report Card to the nation. The paper lists the following major points: the NAEP findings are ground for concern, calling for action to remedy a serious deficiency in the education of citizens; failure of students to do well on the NAEP study is a direct consequence of the widespread lack of adequate curricular requirements, teacher preparation, and instruction in civics and government; good programs in civics and government produce good results and are the solution to the shortcomings identified in the NAEP results; and there is a need for a national campaign to insure that effective instruction in civics and government is provided to every student in every school in the nation. (BT)

ED 440 037 SO 031 701

All Our Futures: Creativity, Culture & Education.
SPONS. AGENCY- Department for Culture, Media, and Sport, London (England).; Department for Education and Employment, London (England).
PUB DATE- 99
NOTE- 220p.; Prepared by the National Advisory Committee on Creative and Cultural Education.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Teaching; *Cultural Education; Curriculum Evaluation; Education Work Relationship; Elementary Secondary Education; Family School Relationship; Foreign Countries; Government School Relationship; National Standards
IDENTIFIERS- England

This report argues that a English national strategy for creative and cultural education is essential. Three principle objectives are laid out to address this strategy. First, there are important relationships between creative and cultural education for the whole curriculum. Second, teachers must be trained in the most current methods to stimulate student's learning. Finally, the balance of the school curriculum to create partnerships between schools and the world is essential for today's creative and cultural education. The report develops the themes of the challenge for education, creative potential, freedom and control, cultural understanding, and a systematic approach. The four chapters include: (1) "Facing the Future" sets out definitions and a framework for creative and cultural

This activity involved on-line tutoring by preservice teachers for high-risk students. It was part of a Technology Literacy Challenge Fund grant from the Michigan Department of Education. The project provided iMac computers and other technology resources in 20 classrooms within four Detroit public schools. Each computer was connected to the school district server for Internet access. The project provided additional technology resources for each school's computer lab or media center. In these schools, the majority of students were eligible for free or reduced lunches, and their academic achievement was substantially below state averages. Regular instruction for teachers helped them explore ways in which they and their students could use some of the educational applications available through the Internet. Teachers selected five students who could improve their academic achievement through this additional support. Preservice teachers were trained in how to plan and proceed with tutoring in how to use the software. Students and preservice teachers used a telephone connection during tutoring sessions for verbal exchanges, while the Internet connection was for displaying games, Web sites, and text. Written transcripts of the online tutoring sessions provide feedback on the program. Data are examined using Vygotsky's Zone of Proximal Development. (Contains 18 references.) (SM)

ED 440 057   SP 039 097

Texas Teacher Recruitment and Retention Study.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alternative Teacher Certification; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Public Schools; School Districts; *Teacher Persistence; *Teacher Recruitment; *Teacher Salaries; *Teacher Shortage; Teachers; Teaching (Occupation)
IDENTIFIERS- Texas

This report on teacher recruitment and retention in Texas identifies and analyzes programs offered by higher education institutions, school districts, regional education service centers, and other organizations that address the teacher shortage in Texas. The study was undertaken with the understanding that teacher compensation issues are pervasive and important to the recruitment and retention of qualified teachers. The report addresses efforts by Texas institutions to recruit and train qualified teachers for public schools and to recommend programs and policies to improve the effectiveness of these efforts. The report begins by explaining the problem of teacher shortage and noting responses to the shortage. It examines teacher recruitment, focusing on college and university recruiting efforts, alternative certification program recruitment efforts, and school district recruitment efforts. Next, it discusses teacher retention, focusing on efforts by school districts and looking at collaborative retention efforts. Finally, it presents recommendations for teacher recruitment, for teacher retention, and for information about professional opportunities in teaching. Three appendixes present a national perspective on teacher recruitment and retention, project respondents, and educator preparation programs by region. (SM)

ED 440 058   SP 039 098

Training; *Partnerships in Education; Preservice Teacher Education; Principals; *Professional Development Schools; Teacher Improvement
IDENTIFIERS- *Leadership Effectiveness; Multidisciplinary Education

This paper describes how one Professional Development School (PDS) partnership successfully implemented a comprehensive integrated services approach that promoted interprofessional development and multidisciplinary leadership. Research suggests that collaboration is necessary if teachers, professional support staff, administrators, parents, and community members are to design interdisciplinary programs and provide integrated services that are in the best interests of their students. Effective leadership is a key variable in the promotion of collaboration. The PDS described in this paper uses the Leadership Capacity Matrix as a framework to organize its efforts and focus collaborative dialogue between PDS partners and the university regarding the promotion of multidisciplinary leadership. The PDS is exploring how five critical features of schools with high leadership capacity correlate with four overriding goals of PDSs. Four principals from participating schools present their responses to the challenge of promoting multidisciplinary leadership in the context of PDS partnerships, examining important PDS partnership contributions. The paper notes major challenges encountered by this successful effort. Three appendixes present the Leadership Capacity Matrix, the comprehensive integrated services model, and PDS partners. (Contains 13 references.) (SM)

ED 440 076   SP 039 116

Rodriguez, Yvonne E.; Sjostrom, Barbara R.
Faculty of Color in Teacher Education: A Multicultural Approach to Mentoring for Retention, 2000 and Beyond.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Diversity (Faculty); Elementary Secondary Education; Higher Education; *Mentors; *Minority Group Teachers; *Multicultural Education; Preservice Teacher Education; Racial Discrimination; *Teacher Educators; *Teacher Persistence; Teacher Recruitment; Tenure

The challenge to teacher education created by today's changing demographics involves excellence and equity. The present hostile climate at colleges and universities for faculty of color requires a creative readjustment of the tenure and promotion process. A discussion for preparing, mentoring, and retraining future teacher educators of color using a multicultural approach is controversial. It must include the process of becoming an academic and a teacher educator. This process is assimilationist, with a preconfigured role for moving through the ranks from tenure-track to tenure to promotion. There is a historical disregard for racial and ethnic context. The discussion of diversity requires people to revisit questions about the skills and sensitivities needed for constructive relations among diverse people. Teacher education must address racial and ethnic diversity via recruitment and mentoring of faculty of color who serve as role models and

Assessment. The Star Teacher Interview emphasizes the following characteristics: persistence; promoting learning; putting theory into practice; approach to at-risk students; professional versus personal orientations to students; burnout; and fallibility. The Teacher Perceiver Interview emphasizes mission, investment, focus, empathy, rapport drive, listening, objectivity, individual perception, input drive, activation, innovation, and Gestalt. The Praxis III Teacher Performance Assessment emphasizes organizing content for student learning, creating an environment for student learning, teaching for student learning, and teacher professionalism. The paper analyzes the relationship between what is known about teacher characteristics and these instruments. It presents overviews of the tools, along with a matrix that indicates similarities and differences in the constructs underlying the tools and the Myers Briggs Type Indicator (MBTI). There is ample crossover of the criteria established by each of the teacher selection instruments. Regarding the MBTI, it is apparent that preferences are represented. (Contains 26 references.) (SM)

ED 440 098   SP 039 145

Seifert, Edward H.; Seifert, M. Judith
From the Teacher to the Top.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the National Staff Development Council (31st, Dallas, TX, December 4-8, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Classroom Environment; *Curriculum Development; *Educational Change; Elementary Secondary Education; Program Evaluation; Resistance to Change; Student Centered Curriculum; Teacher Role; Teachers
IDENTIFIERS- Curriculum Alignment; *Systemic Change; Teacher Leaders; *Teacher Leadership; Texas

Some promising educational reforms are aimed at the classroom (strengthening the interaction between students and teachers and enhancing the curriculum). Change models most likely to succeed are those that give teachers, students, and other stakeholders a clear, common vision of their school's direction. When teachers translate visions into classroom practice, curricular and instructional change occurs. The change should emphasize teaching that moves away from a model of expert delivery of knowledge from teacher to student to a model of facilitated, engaged learning environments, with students actively engaged in discovery and authentic tasks. The first step in the systemic change process is to build a vision. This should involve members of every sector of the organization that will be affected. The next step is to examine the current situation. The third step is to compare the vision with the current status of the organization, prioritize areas for change, and set goals. The final step is to develop and implement an action plan using action research. The paper examines obstacles to change, discussing types of resistors. It presents research on curriculum change and describes the implementation of teacher leadership in one Texas school district, examining the evaluation of this curriculum change effort. (SM) placement scores below "K1." Moreover, placement test scores are somewhat truncated above "K1," because students who earned scores above "K" on the screening test did not have to take the placement test. Hence, their placement test scores, which likely would have equaled or exceeded "K1," are "missing." Previous research has only examined truncation on one-stage placement systems, in which it occurs below, but not above, the cutoff score. In this simulation study, the effects of truncation on estimated optimal cutoffs, accuracy rates, and success rates under different combinations of logistic regression curve, test score distribution shape, and sample size were examined for two-stage placement systems. It is shown that even when data are moderately truncated in such systems (e.g., baseline truncation below "K1" and 80% truncation above "K1"), validity statistics and optimal cutoffs can be estimated with reasonable accuracy. (Author/SLD)

ED 440 117 TM 030 721

Monitoring Progress towards Education for All: A Methodological Guidebook.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary Education; *Evaluation Methods; Foreign Countries; *Program Evaluation; Program Implementation
IDENTIFIERS- Educational Indicators; *Monitoring; *UNESCO

This guidebook, aimed at middle-level policy advisors and planners in education, suggests a methodology that can be used to monitor progress in the implementation of Education for All (EFA) programs regardless of the proprieties and targets involved at the national level of the individual country. The first chapter discusses the decision to implement an EFA program and the kinds of indicators that can be used to measure progress. The legal framework and enforcement possibilities are also discussed. The second chapter focuses on monitoring, providing an overview of a monitoring system and its scope. Chapter 3 considers strategic plans of action and a logical framework methodology. Chapter 4 focuses on the development of a monitoring model, whether static or dynamic. The final chapter discusses implications and linkages required to ensure adequate planning, training, and information and communication requirements. (SLD)

ED 440 118 TM 030 722

Ushijima, Teri; Edwards, Jenny
Program Evaluation: Showing That You Are Making a Difference.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Meeting of the Staff Development Council (Washington, DC, December 9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cost Effectiveness; Data Analysis; *Data Collection;

implementation and consequences of the Kentucky Education Reform (KERA) Act through case studies, comparisons to other models, and responses from national experts. The chapters are: (1) "Kentucky Lesson: How High Stakes School Accountability Undermines a Performance-Based Curriculum Vision" (Betty Lou Whitford and Ken Jones); (2) "Constructs from the Classroom: A Perspective on Reform" (Terry I. Brooks); (3) "A Multi-Age/Multi-Ability Primary Classroom in Action" (Christy D. McGee); (4) "'The More Mathematics You Know, the Better Your Life Is Going To Be'" (Ken Jones and Betty Lou Whitford); (5) "Teacher Community and Commitment: A Case Study of a High School Social Studies Department" (Letitia Hochstrasser Fickel); (6) "The Tortuous Journey toward School Reform: A Middle School's Efforts within the Context of a State-Mandated, High-Stakes Accountability System" (Jan Calvert, Donna Gaus, and Gordon Ruscoe); (7) "Teacher Responses to Rewards and Sanctions: Effects of and Reactions to Kentucky's High-Stakes Accountability Program" (Patricia J. Kannapel, Pamelia Coe, Lola Aagaard, Beverly D. Moore, and Cynthia A. Reeves); (8) "A Teacher Appraisal Invention Process: Developing Commitment to Accountability" (Linda Shelor); (9) "The View from Maine: Developing Learner-Centered Accountability in a Local Control State" (David Ruff, Debra Smith, and Lynne Miller); (10) "A New Look at School Accountability" (Anne Wheelock); (11) "State and School Level Accountability Dilemmas" (Jon Snyder); (12) "Success Needs Time To Grow" (A. Richardson Love, Jr.); (13) "The Need To Broaden Accountability in Order To Foster Leadership" (Marilyn Hohmann); (14) "Reaching All Students: The Real Challenge of Reform" (Dick Corbett); and (15) "The Next Generation of School Accountability" (Ken Jones and Betty Lou Whitford). Each chapter contains references. (SLD)

ED 440 140   TM 030 752

Hittleman, Daniel R.; Simon, Alan J.
Interpreting Educational Research: An Introduction for Consumers of Research. Second Edition.
PUB DATE- 97
NOTE- 475p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Educational Research; *Evaluation Methods; Higher Education; Research Reports; *Research Utilization; Teachers

This volume is intended for use in introductory research courses in which elementary and early childhood teachers, reading specialists, special education teachers, and content area teachers at the middle and secondary school levels are prepared as consumers of educational research rather than producers of educational research. The text provides basic knowledge and skills for reading, interpreting, and evaluating both quantitative and qualitative educational research for instructional decision making. The chapters are: (1) "The Research Process"; (2) "Research Designs"; (3) "Reading and Evaluating Research Reports"; (4) "Reading and Evaluating Introductory Sections: Abstract, Background, and Purpose"; (5) "Reading and Evaluating Subject Sections"; (6) "Reading and Evaluating Instrument Sections"; (7) "Reading and Evaluating Procedure Sections"; (8) "Reading and Interpreting Results Sections"; (9) "Reading and Evaluating Discussion Sections"; (10) "Reading and Interpreting Reviews of Research"; and (11)

Descriptions) (141)
DESCRIPTORS- *Asian Americans; Educational Attainment; *Educational Experience; Educational History; Elementary Secondary Education; *Hmong People; *Immigrants; Refugees; *Teaching Methods

This book examines the Mong (Hmong) American educational experience up to 1997, and can be used as a textbook for courses in Southeast Asian history and culture, comparative education, or Mong ethnic studies. Of particular interest is Chapter 6 which addresses the implications of Mong language for mainstream teachers of Mong students and provides some practical suggestions for understanding the special needs of these students. Since their resettlement in the United States, the Mong have suffered from tremendous frustration, caused by their illiteracy, lack of formal education, and the language barrier that has impeded their ability to contribute to society. The book illustrates these by tracing Mong culture and beliefs from their homeland to their current existence in America. The chapters are: (1) "The Mong and Their Cultural Background"; (2) "Early Mong History"; (3) "Impact of Colonialism and War"; (4) "Mong Resettlement in the United States"; (5) "Mong Education at the Crossroads"; (6) "Mong Language Structure and Use: Implications for Mainstream Teachers"; and (7) "An Open Letter." (Contains 26 tables and 109 references.) (SLD)

ED 440 160   UD 033 445

Kids and Guns. 1999 National Report Series. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.; Drawn from "Juvenile Offenders and Victims: 1999 National Report"; see ED 435 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; *Guns; Homicide; Incidence; School Safety; Suicide; *Violence

This report provides information about the use of guns by children and adolescents, with related information on juvenile homicides and suicides. The annual number of juveniles killed with a firearm increased substantially between 1987 and 1993 as occurrences of other types of homicide remained constant. Since 1980, one in four murders of juveniles involved a juvenile offender, the victims being generally acquaintances killed with a firearm. Boys and girls tend to kill different types of victims, and black juveniles have been more likely than youth of other races to commit murders with firearms. A survey by the National Institute of Justice of arrested and detained individuals shows the prevalence of firearm use among juvenile respondents. A new survey, the National Longitudinal Survey of Youth, interviewed 9,000 youths aged 12 to 16 in 1996, and will follow this cohort as they make the transition from school to work. Findings to date show the connection between handgun carrying and other problem behavior. Firearms are also linked with youth suicide. In 1996, 7% of suicides involved youth age 19 or younger. In fact, for every two young people murdered in 1996, one youth committed suicide. Child homicide and suicide rates in the United States exceed rates for other industrialized countries, and this is particularly true for deaths involving firearms. (Contains 11 figures.) (SLD)

ED 440 161   UD 033 446

challenges associated with its implementation. OJJDP's CAC model has four key elements that, when implemented properly, have the potential to impact the lives of youth positively and divert them from serious and violent delinquency: (1) a single point of entry into the juvenile justice system; (2) immediate and comprehensive assessments; (3) a management information system; and (4) integrated case management. School failure and learning disabilities are identified as risk factors that may increase the likelihood of delinquent behavior. Addressing these problems is an aspect of case management for young offenders. (SLD)

ED 440 182 UD 033 476

DeMuro, Paul
Building Partnerships with Neighborhoods and Local Communities. Building Community Partnerships in Child Welfare, Part One. Family to Family: Tools for Rebuilding Foster Care.
PUB DATE- 97
NOTE- 31p.; For parts 2-4, see UD 033 477-479.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Community Development; *Community Programs; Cultural Awareness; *Foster Care; Foster Children; State Programs; Urban Areas
IDENTIFIERS- *Partnerships in Human Services

The Family to Family initiative has encouraged states to reconceptualize, redesign, and reconstruct their foster care systems. By 1996, the initiative was being implemented in five states, five Georgia counties, and Los Angeles County, California. The first objective of this initiative is to develop a network of family foster care that is more neighborhood-based, culturally sensitive, and located primarily in the communities where the children live. It calls for child welfare agencies to develop partnerships with the communities from which the children came. This report describes the ways in which communities have worked to build community partnerships and draws some lessons from their efforts as a guide to others. Three major strategies have been used to develop better working relationships with the community: (1) empowering the community to share child welfare work; (2) joint training for child welfare and community representatives; and (3) developing and maintaining a visible presence in the community, including working on the community's agenda. The most important element needed to develop working partnerships with the community is the commitment of child welfare agency leadership. Once discussions begin, leaders need strength and community support to change the ways their agencies do business. Thirteen appendixes are available on computer diskette from the Annie E. Casey Foundation. (Contains 1 17-item annotated bibliography.) (SLD)

ED 440 183 UD 033 477

DeMuro, Paul
Team Decisionmaking: Involving the Family and Community in Child Welfare Decisions. Building Community Partnerships in Child Welfare, Part Two. Family to Family: Tools for Rebuilding Foster Care.
PUB DATE- 97
NOTE- 27p.; For parts 1-4, see UD 033 476-479.
LANGUAGE- English

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Joyce Foundation, Chicago, IL.; Lynde and Harry Bradley Foundation, Milwaukee, WI.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Expenditures; *Federal Aid; *Financial Support; *Program Implementation; Social Services; *State Aid

As part of the Assessing the New Federalism project, this paper explores the role of the state and federal government in narrowing state spending differences among noneducation children's programs. An analysis of the variation among states in need, capacity, and willingness to spend is followed by an analysis of two federal funding strategies--matching dollars and fully federally funded programs. These analyses help explain whether and how these programs help to equalize spending on children relative to a state's need and ability to finance services. Also discussed is a state's willingness to pay for services and how it influences total spending. An examination of some specific programs considers whether variations in spending occur within certain programs and studies the effects of the three indicators on program spending. Even with the high level of federal government spending, there are still significant spending differences among the states. This is due to the extremely high poverty levels of some states. An appendix discusses programs, data sources, and methodology. (Contains 14 endnotes.) (SLD)

ED 440 204 UD 033 499

Sorensen, Elaine; Zibman, Chava
Child Support Offers Some Protection against Poverty. New Federalism: National Survey of America's Families. Series B, No. B-10. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 7p.; Additional funding provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Support; Children; *Family Financial Resources; Low Income Groups; *Poverty
IDENTIFIERS- *Noncustodial Parents

This brief relies on data from the National Survey of America's Families, a survey of 44,461 households, to examine the extent academic and policy experts, officials employed by firms, industry associations, and labor unions, and officials and faculty at community colleges. Appendices and endnotes are included. (Contains 192 references.) (VWC)

ED 439 751 JC 000 265

Wilson, Cynthia D.; Miles, Cindy L.; Baker, Ronald L.; Schoenberger, R. Laurence
Learning Outcomes for the 21st Century: Report of a Community College Study.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 68p.; This report is based on a focus group of ten community college presidents, covered by the League for Innovation and supported by the Pew Charitable Trusts, which met from February 25-26, 1999 and from November 6-7, 1999.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Core Curriculum; *Curriculum Design; *Outcomes of Education; Program Development; *Skill Development; *Student Development; Student Needs; Teacher Expectations of Students; Two Year Colleges

This booklet describes a study that helped clarify the current status of community college efforts in defining and documenting student acquisition of 21st Century Skills (general education skills). This study is traced through four stages: (1) an exploratory focus group involving presidents from ten U.S. community colleges recognized as leaders in the learning outcomes movement; (2) a follow-up focus group with representatives from 15 community colleges, including two Canadian representatives, to achieve consensus on what constitutes 21st Century Skills; (3) a survey of the status of 21st Century learning outcomes practices in U.S. and Canadian community colleges; and (4) two institutional narratives describing model community college approaches to 21st Century student learning outcomes, one at Cascadia Community College (Washington) and the other at Waukesha County Technical College (Wisconsin). Outcomes included: (1) there is widespread attention on improving the process for determining what students are learning in community colleges; (2) community colleges are more likely to use "general education core" or "core competencies" to refer to 21st Century Skills; and (3) the stages of developing and institutionalizing processes to define student learning outcomes do not necessarily follow a linear progression. Appendices include lists of focus group participants and the survey. (EMH)

ED 439 752 JC 000 267

Levin, John S.
Mission and Structure: The Community College in a Global Context.
SPONS. AGENCY- Social Science Research Council, New York, NY.
PUB DATE- 99
NOTE- 364p.; Written in collaboration with John D. Dennison.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Comparative Education; *Educational Change; *Educational Environment; Educational Practices; Foreign Countries; Institutional Mission; *International Studies; Outcomes of Education; Two Year Colleges

Spann, Milton G., Jr.
Remediation: A Must for the 21st-Century Learning Society. Policy Paper.
SPONS. AGENCY- Department of Education, Washington, DC.; Amoco Foundation, Inc., Chicago, IL.
PUB DATE- 00
NOTE- 9p.; For other policy papers in this series, see JC 000 286-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Articulation (Education); *Community Colleges; *Educational Policy; Higher Education; Organizational Objectives; Policy Formation; Program Effectiveness; *Remedial Instruction; Resource Allocation

This paper, which focuses on remediation at community colleges, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. Providing academic support for remediation has become a major function of the community college and remains one of the greater challenges. Research indicates that from 30 to 90% of all community college students need some form of remediation. Long perceived as a high-cost item, remediation efforts might actually be cost-effective if one considers that students who eventually earn bachelor's degrees potentially generate more than $74 billion in federal taxes and $13 billion in state taxes while costing only $1 billion to remediate. Students need remediation for a variety of social, economic, and psychological reasons, and if they are to succeed, accurate assessment is needed to determine what the student's actual needs are and provide appropriate services. Recommended are a variety of policy options, including: (1) clarifying the roles of community colleges in meeting the education needs of skill-deficient youth and adults; (2) requiring accurate assessment and placement of students in learning environments; and (3) determining the specific knowledge, skills, and attitudes that functionally literate adults need in the 21st century. (AF)

ED 439 772 JC 000 295

Allen, Michael
Welfare Reform: Creating Opportunities or Increasing Obstacles? Policy Paper.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 98
NOTE- 9p.; For other policy papers in this series, see JC 000 286-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Economic Status; *Economically Disadvantaged; *Educational Policy; High School Equivalency Programs; Job Skills; *Low Income Groups; Organizational Objectives; Policy Formation; *Poverty Programs; State Agencies; Two Year Colleges; Vocational Education; *Welfare Services
IDENTIFIERS- *Welfare Reform

This paper, which focuses on welfare reform's impact on community colleges, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested registry checks, and Federal Bureau of Investigation (FBI) checks. In response to a Congressional request, the Government Accounting Office provided information for each state about the background checks required for its regulated child care providers. The information expands on aggregate data presented on background check requirements in a previous report examining state activities to enforce child care requirements. The data used were collected by a survey sent to child care licensing directors in 50 states and the District of Columbia in May 1999. The correspondence indicates that all but four states require at least one type of check be conducted on their regulated providers, while many states require more than one be conducted. Also shown are which types of background checks are required by each state for regulated family child care homes, group homes, and child care centers. (EV)

ED 439 790   PS 028 377

Decker, Jenny; Majerczyk, Diana
Increasing Parent Involvement through Effective Home/School Communication.
PUB DATE- 00
NOTE- 85p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Change Strategies; Elementary Education; Family School Relationship; *Interpersonal Communication; Intervention; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Parents; *Program Effectiveness; Volunteers

This action research project addressed the problem of declining parent involvement at a Midwestern, suburban elementary school. In order to document parent involvement issues at the site, parent, educator, and student surveys were administered. Surveys were analyzed for effectiveness of home-school communication, perceived barriers to and benefits of parent involvement as seen by teachers and parents, and student attitudes toward parent involvement. Based on findings, an intervention was developed to improve home-school relationships through better home-school communication, with an emphasis on school-initiated efforts toward: (1) open-ended communication; (2) meaningful student-adult activities; and (3) family-friendly classrooms. The intervention (tailored to each of the two participating classrooms--a K-1 mixed-age class and a fourth-grade class) specifically included formal opportunities for parent responses to student work and classroom activities, a newsletter, parent volunteer opportunities, record keeping of informal parent-teacher interactions, and a parent night. Parent and student comments, teacher anecdotal notes, and the number of parent/guardian volunteers indicated that teachers' efforts to reach out to parents were received positively and that parents, when provided with a variety of involvement opportunities that meet personal needs and schedules, will actively support student learning. Seventeen appendices include project materials. (Contains 24 references.) (EV)

ED 439 791   PS 028 378

Boberg, Tim; Carpenter, Kerry; Haiges, Shelley; Lundsgaard, Barb
Increased Student Achievement through Parental Involvement and Increased Student Responsibility.

Spiritual Experiences; Spiritual Needs; Spiritual Values; Spiritual Well Being

Noting the difficulties American adolescents have in finding answers to profound spiritual questions, this book examines how educators and parents of diverse backgrounds can unite to find ways to nourish spiritual development or invite soul into schools without violating the separation of church and state or deeply held beliefs of families and students. The book provides a theoretical framework stemming from adolescents' stories and questions, and a wide range of concrete activities to provide ordinary experiences that can nourish spiritual development. These activities are based on seven gateways to the soul of students: (1) yearning for deep connection; (2) longing for silence and solitude; (3) searching for meaning and purpose; (4) hungering for joy and delight; (5) feeding the creative drive; (6) transcending; and (7) needing initiation. The first chapter describes an approach to nourishing students' spiritual development and describes the theoretical framework. The following seven chapters each address one of the gateways, and includes students' questions related to the gateway, educators' and students' stories, discussion of spiritual development issues related to the gateway, and specific concrete activities for adolescents. The final chapter notes that traveling through the seven gateways to the soul of students yields many opportunities for honoring the yearnings of young people. The chapter also discusses the risks involved in nourishing students' spiritual development, maintains that teachers must simultaneously cultivate their own spiritual growth, discusses ways to work with parents, and provides suggestions for working with students who refuse to engage or who sabotage others' involvement. (Contains 89 references.) (KB)

ED 439 810   PS 028 424

Cameron, Caren; Tate, Betty; MacNaughton, Daphne; Politano, Colleen
Recognition without Rewards: Building Connections.
PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Classroom Techniques; Elementary Education; *Elementary School Students; Foreign Countries; Holistic Approach; Holistic Evaluation; Incentives; *Recognition (Achievement); Rewards; Student Evaluation; *Student Motivation; Teacher Student Relationship

Noting that the use of rewards in the form of stickers, trophies, prizes, points, tokens, and grades is commonplace in elementary education today, this book explores the differences between rewards and recognition and shows how teachers can build student confidence, motivate learning, and develop skills for lifelong learning through recognition. Based on a holistic approach, the book presents: practical ideas for recognition in the elementary classroom and school, through sports and games and at the end of the year; criteria-based assessment ideas; responses to commonly asked questions; and an overview of research findings on the use of rewards. The book is presented in six chapters, each of which outlines practices to move away from, practices to include more of, practical suggestions for recognition practices, and responses to commonly asked the early 1990s in Head Start participation, child care availability, post-secondary education, out-of-home placements, and child immunization. However, there have been increases in youth alcohol and drug use, juvenile court filings, and teen violent deaths and declining rates of family economic assistance. The data book's appendix includes information on indicator selection and data sources. (KB)

ED 439 827 PS 028 445

Kansas Kids Count Data Book, 1999. A Project of Kansas Action for Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 334p.; For 1998 data book, see PS 028 444. Additional funding has been provided by SPRINT.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Drinking; Drug Use; Early Parenthood; Elementary Secondary Education; High School Graduates; Immunization Programs; Infant Mortality; Juvenile Justice; Mortality Rate; One Parent Family; Poverty; Prenatal Care; Preschool Education; *Social Indicators; Tables (Data); Trend Analysis; Violence; Welfare Services; *Well Being
IDENTIFIERS- Availability (Programs and Services); Child Mortality; Indicators; *Kansas; Out of Home Care; Project Head Start; Welfare Reform

The Kids Count Data Book examines trends in the well-being of Kansas children. This statistical portrait is based on trends in 22 indicators of child well-being, grouped into 5 areas: (1) economic well-being--births to single teens, child poverty rates, free school meals, and family economic assistance; (2) physical health and safety--childhood deaths, infant mortality, early prenatal care, immunization rates, and low birth-weight infants; (3) childhood care and education--Head Start participation, child care availability, high school graduates pursuing post-secondary education and training, births to mothers with less than a high school degree, and high school graduation rates; (4) emotional well-being--out-of-home placement, teen violent deaths, and reported and substantiated child abuse and neglect; and (5) social behavior and social control--juvenile court filings, youth alcohol use and binge drinking, and youth who have ever used drugs other than alcohol. Following an executive summary, Section 1 of the report discusses welfare reform in Kansas and makes recommendations for strengthening the safety net for families no longer receiving welfare services. Section 2 consists of tables detailing findings for each indicator by county and statewide. Section 3, the bulk of the report, presents statistics for each county, a graphic and narrative description of trends, and demographic information. Among the findings, the data book shows significant improvement in immunization rates, infant mortality, childhood death, teen violent death rates, youth drug use, and Head Start participation. Concerns were evident in reports and substantiations of child abuse or neglect, juvenile court filings, childhood poverty rates, and low birth-weight infants. Information on data sources is appended. (KB)

ED 439 828 PS 028 446

*Student Improvement
IDENTIFIERS- Family Support; *Program Characteristics

The U.S. Department of Education's Partnership for Family Involvement in Education encourages individuals, partner organizations, and alliances, whether they are members of the Partnership or not, to develop and implement effective family involvement practices in education. The goals of the Partnership are to increase opportunities for families to become more involved in their children's education both at home and at school and to promote children's learning and achievement. This document describes the Partnership and details initiatives of partners across the country to achieve Partnership goals. Following an introduction outlining the benefits of joining the Partnership, the bulk of the document provides brief descriptions of programs, organized by goals, such as providing parents the resources, training, and information they need to help children learn. Programs include cooperative ventures between schools and churches, between businesses to provide family support, between local businesses and schools, and between community colleges and school districts. The remainder of the document includes a Partnership registration form, and a list of publications from the U.S. Department of Education, organized by topic. (HTH)

ED 439 846   PS 028 493

Linder, Toni W.
Read, Play, and Learn! Storybook Activities for Young Children. The Transdisciplinary Play-Based Curriculum. Collection 1: Modules 1-8.
PUB DATE- 99
NOTE- 584p.; For Modules 9-16 and the teacher's guide, see PS 028 494 and PS 028 495.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Early Childhood Education; *Learning Activities; *Play; *Reading Programs; Thematic Approach; Young Children

Read, Play, and Learn is a play-based curriculum designed to promote growth across all of the areas of development important to a young child. With a school-year's worth of ready-to-use lessons or modules, the curriculum provides story-related activities centered around themes such as enjoying seasonal festivities, sharing emotions, making friends, understanding other cultures, and just having fun. This set of module booklets comprises the first collection of storybook activities for the curriculum. Providing 2 weeks of theme-based activities, each module booklet covers: how to use the curriculum; the story; planning sheets; vocabulary; materials; classroom areas/centers; involving families; and additional suggestions. Each module booklet relates to a particular children's story: (1) "The Kissing Hand"; (2) "Somebody and the Three Blairs"; (3) "Picking Apples and Pumpkins"; (4) "The Little Old Lady Who Was Not Afraid of Anything"; (5) "The Knight and the Dragon"; (6) "Abiyoyo"; (7) "Night Tree"; and (8) "The Snowy Day." (HTH)

ED 439 847   PS 028 494

Linder, Toni W.
Read, Play, and Learn! Storybook Activities for Young Children. The Transdisciplinary Play-Based Curriculum. Collection 2:

education, professional development, training regular teachers for inclusion, strategies and classroom techniques for various disabilities, rural teacher shortages, distance learning, distance consultation, transition to work, and paraprofessionals. An author index is included. (SU)

ED 439 866 RC 022 338

Wolfenden, Deborah Parker; Stockford, David Noble
Collaborative Working Relations with Your State Medicaid Office: What's in It for You?
PUB DATE- 00
NOTE- 6p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Elementary Secondary Education; Federal Aid; Federal State Relationship; Financial Support; Rural Schools; School Districts; *School Health Services; *Special Education; State Programs; *State School District Relationship
IDENTIFIERS- *Maine; *Medicaid

Medicaid is the principal source of public funding for therapeutic interventions for children birth to 21 years of age and can be used to support health-related services of special education programs. An overview discusses Medicaid provisions related to state medical assistance plans; Medicaid's status as an entitlement, which means that services are not limited by federal budgetary appropriations; eligibility; mandatory services; and optional services. Of key importance to special education is the provision of early, periodic screening, diagnosis, and treatment services to persons below the age of 21. During the 1990s, a collaboration between Maine's Department of Education and Bureau of Medical Services (the state Medicaid office) developed strategies whereby health-related services could be delivered within public schools and partially funded by Medicaid reimbursements. Eligible costs included the health-related portion of special education costs, covering various types of therapy and rehabilitation, screening services, nursing services, and medical transportation. The collaborating state agencies developed a monthly blended-payment system that reimburses school administrative units (SAUs) for eligible services covered in the individual education program. A January 2000 survey of SAUs found that almost all respondents had billed Medicaid during 1998-99; about half had used Medicaid revenues to maintain or expand special education or school health services; and further training was needed. (SU)

ED 439 867 RC 022 339

Rude, Harvey; Stockhouse, Judy; Read, Jo Smith; Street, Steve; Murray, Karl
Leadership in Accountability for Professional Development Systems.
PUB DATE- 00
NOTE- 9p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.

ownership, feelings of acceptance, development of relationships, and recognition of the value of the service all contributed to student satisfaction with the experience. Selection of appropriate service sites also contributed to the quality of the experience. (TD)

ED 439 884   RC 022 356

Wilcox, Daryl J.; Wigle, Stanley E.
Special Educators' Ability To Function As Leaders in Inclusionary Settings.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; Elementary Secondary Education; *Inclusive Schools; Regular and Special Education Relationship; Self Evaluation (Individuals); *Special Education Teachers; *Teacher Attitudes; *Teacher Competencies; Teacher Education; Teacher Role; Teacher Surveys

The current practice of including all students with special needs in the general education setting has resulted in new roles for special educators. To determine whether special education professionals are being prepared adequately for these new roles, a study investigated the self-reported competencies of special educators on a set of 35 skills important to special educators working in a leadership role. Analysis of surveys returned by special educators from Nebraska, Tennessee, Kansas, and Texas revealed four groups of competencies. Group 1 dealt with developing budgets and procuring funding, two competencies not usually part of preservice preparation of special educators. This group contained the lowest scores. Group 2 contained 14 competencies indicative of recent changes impacting special educators such as using technology, creating professional development programs for colleagues, and implementing a variety of administrative procedures and initiatives. This group had the second lowest ratings. Group 3 represented a mixture of roles on a continuum from traditional to transitional. Skills such as assessing students with disabilities and developing instructional programs appropriate to the needs of the students were on the traditional end. Transitional skills included collaborating with administrators, teachers, and families and advocating for students. Group 3 had the second highest ratings. Group 4 contained 7 traditional roles and received the highest scores. The findings suggest that teacher education and staff development programs should emphasize skills related to newer and more transitional competency areas. (Contains a table of respondents' ratings of competencies and 16 references.) (TD)

ED 439 885   RC 022 357

Bull, Kay S.; Overton, Robert; Montgomery, Diane
Strategies from Instructional Effectiveness Applicable to Training Regular Teachers for Inclusion.
PUB DATE- 00
NOTE- 9p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see

technical assistance, and collaborative efforts with other federal agencies that provide services to Native Americans. IVEP staff are listed with contact information. Each project summary contains the following information: grantee name, type of institution, project title, award number, project director and contact information, years funded, current award period, federal funds awarded this year, federal project officer, project objectives, vocational education training areas, projected outcomes, educational level of participants, available student support services, number of project sites, partnerships and collaboratives, and accreditation status. IVEP training areas are listed, and a map illustrates site locations. (SV)

ED 439 902 SE 063 014

Pittman, George K., II; Hubbard, William F.; Lambert, Michael D.; Beazley, Lea J.
Metamorphic Mountain, Mount Jefferson State Park: An Environmental Education Learning Experience Designed for Grades 5-7.
PUB DATE- 99
NOTE- 137p.; For an earlier edition, see ED 374 938. Originally printing funded by CP&L.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Environmental Education; *Geology; Intermediate Grades; Junior High Schools; *Minerals; Science Activities; Water
IDENTIFIERS- *North Carolina; State Parks

Mount Jefferson State Natural Area is located in the southern Blue Ridge highlands of North Carolina and covers 489 acres, which includes peaks and upper slopes to the Mount Jefferson mountain. This document introduces students to the geology of Mount Jefferson State Park and focuses on the geologic processes and rocks and minerals of Mount Jefferson. Major concepts covered include the rock types and their uses, rock cycle, weathering and erosion, rock and mineral identification, geologic history, and resource use. Three types of activities are featured: (1) pre-visit activities; (2) on-site activities; and (3) post-visit activities. The pre-visit activities will introduce students to the different rock types, how rocks are formed, how to identify them, and how they weather. Students will also learn about geologic time scale and identify the geologic belts of North Carolina. The on-site activities will familiarize the students with actual rock types of Mount Jefferson State National Area, their characteristics and where they are found. In addition, students will learn how the geology of the Mt. Jefferson area affected the cultural history. The post-visit activities are designed for review and will broaden students' understanding of minerals. The post-visit activity focuses on concepts such as mining, environmental issues and conservation of natural resources. These activities may be performed independently or in a series to build upon students' newly gained knowledge and experiences. A vocabulary list and definitions are listed in the back of the activity packet, along with a list of reference materials used in developing activities. (CCM)

ED 439 903 SE 063 177

Models and Approaches for Environmental Education in Iowa, 1999.

Georgia Environmental Education Teacher Resource Guide.
SPONS. AGENCY- Georgia Conservancy, Atlanta.; Environmental Protection Agency, Washington, DC.
PUB DATE- 99
NOTE- 135p.; A project of the Environmental Education Alliance of Georgia. Funding also provided by the Georgia Power Company, the Chevron Companies, and the Georgia State Department of Community Affairs.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; *Resource Centers; *Resource Materials; Science Education
IDENTIFIERS- *Georgia

This teacher resource guide provides a listing of resources available in Georgia for teaching students about the environment. Resource regions are divided into North Georgia, Coastal Georgia, Middle Georgia, and the Piedmont. Each listing includes offerings, educational focus, history/comments, handicap accessibility, and directions for each site described. (CCM)

ED 439 930 SE 063 356

Marganoff, Bruce
Elementary Science Safety Manual for Grades K-8, 1999.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Biological Sciences; Biology; Elementary Education; *Fire Protection; *Laboratory Safety; *Safety Education; Science Education

Science safety is no accident. It requires the knowledge of potential hazards, attention to detail, and constant supervision. It is important that teachers understand the potential dangers of even the simplest of science activities. This manual is intended to assist elementary teachers in doing experiments and activities more confidently by making them cognizant of dangers and precautions. Sections include: (1) "Introduction"; (2) "Safety Checklist for Teachers"; (3) "Sample Safety Instruction"; (4) "Fire Prevention and Control"; (5) "Eye and Face Protection"; (6) "General Personal Safety"; (7) "Chemical Safety"; (8) "Safety with Plants"; (9) "Biology and Life Science Safety"; (10) "Experiments Conducted at Home and Special Projects"; (11) "Field Trips"; (12) "Rocketry"; and (13) "Viewing an Eclipse." Appendix contains a list of 58 organizations that provide rental occupational safety and health information. (Contains 24 references.) (CCM)

ED 439 931 SE 063 359

Bennof, Richard J.
Federal Academic Science and Engineering Obligations Up More Than 6 Percent in FY 1998. SRS Data Brief.
PUB DATE- 00
NOTE- 5p.

education, which may be useful for science teachers to understand and assess their students' abilities. Seven domains, covering students' various abilities, are the important objectives of science performance assessment and can be grouped into three categories: General, Science specific, and Intermediate abilities. A F-PASE, with three dimensional solid figured structure, was developed and illustrated as the configuration of a corn. F-PASE is useful for science teachers to develop and select a science performance assessment as well as have a more advanced understanding of their students' abilities. It is a creative and novel assessment framework in terms of a structure, a configuration, functions and meanings. It also suggests a new vision of an assessment framework in science education. (Contains 16 references.) (Author/CCM)

ED 439 952 SE 063 451

Carlsen, William S.; Single, Peg Boyle
Factors Related to Success in Electronic Mentoring of Female College Engineering Students by Mentors Working in Industry.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *College Students; *Electronic Mail; *Engineering Education; *Females; Higher Education; Industry; *Mentors; *Student Attitudes

This paper reports findings from a comprehensive evaluation of the first national electronic mentoring program that matches female engineering students with mentors working in industry. The program being evaluated--MentorNet--uses a combination of on-line tools, computer databases, mentoring specialists, and campus and industrial contacts to recruit, match, train, coach, and monitor bimonthly e-mail exchanges between women studying science and engineering fields and mentors working in engineering fields. The paper examines the effects of student-mentor matching algorithms, coaching, engineering field, and mentor and student attributes on a variety of outcome measures, including participant reports, the frequency and substance of communication, and students' interest in persisting in science and engineering. (CCM)

ED 439 953 SE 063 452

Soyibo, Kola; Beaumont-Walters, Yvonne
An Analysis of Jamaican High School Students' Integrated Science Process Skills Performance.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; High School Students; High Schools; Performance Based Assessment; *Science Process Skills; *Scientific Concepts
IDENTIFIERS- *Jamaica

This study determined Jamaican high school students' level of

Teachers are given a special place in this summary as it devotes a complete dossier to an analysis of the characteristics of the teaching profession, in terms of training, conditions of service, and remuneration. The report is in two parts. Basic data about the different levels of education are presented in the first part, including: (1) "Context"; (2) "Structures and Schools"; (3) "Pre-school Education"; (4) "Primary Education"; (5) "Secondary Education"; (6) "Higher Education"; and (7) "Financing of Education." The second thematic part is devoted to an analysis of the teaching profession. The 15 Member States of the European Union are included, along with the new Member States of Austria, Finland, and Sweden. (EH)

ED 439 973 SO 027 313

Pre-School and Primary Education in the European Union.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Task Force on Human Resources, Education, Training, Youth.
PUB DATE- 94
NOTE- 119p.; For the supplement to this document, see SO 027 314.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Comparative Education; *Elementary Education; Elementary School Curriculum; Foreign Countries; *International Cooperation; *International Educational Exchange; Preschool Curriculum; *Preschool Education; Tables (Data); *Teacher Education; Time Management; Time On Task
IDENTIFIERS- *European Union

This report contains basic data about the organization and structure of pre-school and primary education in the educational system of the countries of the European Union. Three essential aspects of children's schooling are addressed: (1) the pattern of the school year and the time devoted to teaching; (2) organization of teaching and evaluation; and (3) the development and content of educational programs. Some information on the initial training of teachers also is provided. The report is divided into two parts. Part 1, "General Organisation," contains: (1) "The Structure of Education"; (2) "Time Spent in School in Primary Education"; and (3) "Provision for Pupils in Primary Schools Out of School Hours." Part 2, "The Education Process," includes: (1) "Pre-School Education"; (2) "Primary Education"; and (3) "Transition to Secondary Education." Three annexes of data tables are appended. (EH)

ED 439 974 SO 027 314

The Situation in Austria, Finland and Sweden and in the EFTA/EEA Countries (Iceland and Norway). Supplement to the Study on Pre-School and Primary Education in the European Union.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE- 95
NOTE- 60p.; For the primary document, see SO 027 313.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Comparative Education; Early Childhood

Tour, 1919); Determining the Facts: Readings (Wilson's Passion for the League of Nations; The Collision of Ideals and Policy; Wilson's Final Campaign); Visual Evidence: Images (Origin of the League of Nations; The Covenant; The Wilson House; Wilson's Library and Drawing Room; "Three Little Elephants"); Putting It All Together: Activities (Public Speaking; Current Events and Wilson's Peace; Partisan Political Cartoons); and Supplementary Resources. (BT)

ED 439 995   SO 031 265

Campaign 2000 C-SPAN: Your Press Pass to C-SPAN'S Campaign 2000. Educators' Guide.
PUB DATE- 99
NOTE- 56p.; For other documents on Campaign 2000, see SO 031 266-267.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Elections; *Political Candidates; *Political Issues; *Presidential Campaigns (United States); Presidents of the United States; Secondary Education; Social Studies; *Voting
IDENTIFIERS- C SPAN

This C-SPAN guide helps teachers and students follow the presidential campaign process from September 1999 through January 2001. The guide features five components of a U.S. presidential campaign: (1) "Campaign Overview"; (2) "Campaign Kickoffs"; (3) "Primaries/Caucuses"; (4) "National Conventions"; and (5) "General Election." A teaching guide section with instructions on what to watch, what to learn, and what to discuss comes at the end of each campaign component. Monthly calendars with marked campaign events and instructions for "filing your story" are included. (BT)

ED 439 996   SO 031 266

C-SPAN in the Classroom: Campaign 2000 Topics.
PUB DATE- 99
NOTE- 44p.; For other documents on Campaign 2000, see SO 031 265-267.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Elections; *Political Candidates; *Political Issues; *Presidential Campaigns (United States); Presidents of the United States; Secondary Education; Social Studies; *Voting
IDENTIFIERS- C SPAN

These C-SPAN lesson plans focus on U.S. presidential campaign 2000 topics. The broad divisions for the 11 lesson plans are: (1) "Roles of the Media--Spin"; (2) "Roles of the Media--Polls"; (3) "Fundraising: Early Money"; (4) "Campaign Advertising: Language of Advertising"; (5) "Campaign Advertising: Issue Ads"; (6) "Issues: Defining the Differences"; (7) "Issues: Single Issue Campaigning"; (8) "Issues: Analyzing Presidential Candidate Policy Speeches"; (9) "Voter Appeal: Demographics"; (10) "Voter Appeal: The Undecided Voter"; (11) "Voter Appeal: Presidential Candidate Profile Interviews." Each lesson plan contains an activity overview, a calendar connection, student objectives, a list of materials and tools needed, and a procedures section. (BT)

24-27, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Case Studies; *Curriculum Development; *Educational Change; Elementary Secondary Education; National Standards; *Social Studies; Student Evaluation; Teacher Education
IDENTIFIERS- Social Science Education Consortium; Technology Integration

Over the past 10 years, there have been calls for and attempts at social studies reform in Norway and the United States. But all social sciences, it seems, are not equal. Some social sciences (history, geography, civics, economics) are more equal than others (sociology, anthropology, psychology). Within this charged atmosphere the Social Science Education Consortium held its annual conference in Norway in 1998, and 11 papers from that conference are presented in this collection. The papers are: "Using National Social Studies Standards in the Real World" (Gerald W. Marker); "Technology and Reform: A Retrospective View" (Richard A. Diem); "If the Internet Is the Answer, What Is the Question?" (Peter R. Senn); "Electronic Technology and the Future of Social Studies in Elementary and Secondary Schools" (James P. Shaver); "On the Half-Life of Curriculum Reform: Personal Reflections" (Nicholas Helburn); "The Difficulty in Change: The Tenacity of Teachers and Teacher Education--New York as a Case Study" (Linda Biemer); "On the Paradox of Evaluating Achievement in Social Studies" (Arja Virta); "History Education, Cultural Identity and Practice" (Mariane Hedegaard); "News Media Education in Democratic Societies: A Means to Reforming Social Studies?" (Mary A. Hepburn); "News Media Education in Democratic Societies: as a Means to Reforming Social Studies" (Jan Vincens Steen); and "Reform and Changes in Social Studies" (Erik Lund). (Most papers contain references.) (BT)

ED 440 018 SO 031 621

Dean, Pamela; Daspit, Toby; Munro, Petra
Talking Gumbo: A Teacher's Guide to Using Oral History in the Classroom.
PUB DATE- 98
NOTE- 102p.; A companion videotape, "You've Got to Hear This Story," which shows students how to do oral history interviews, is not available from EDRS. The book and accompanying video were funded in part by a grant from the Louisiana Education Quality Support Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Elementary Secondary Education; Graduate Students; *Heritage Education; Interviews; *Local History; *Oral History; Primary Sources; *Social History; Social Studies; Student Projects; Writing Skills
IDENTIFIERS- *Louisiana

From Cajun bayou country to Creole New Orleans, gumbo is a culinary tradition in south Louisiana, a gift from the state's rich, multicultural heritage. There are as many recipes for gumbo as there are households that make it, and every family has its own "secret" recipe. This teaching guide suggests that incorporating oral history into secondary and middle school classrooms is a lot like cooking this popular dish, and that gumbo and oral history have much in common. Part 1 of the education; (2) "A New Balance" explains implications for the English school curriculum, for teaching, and for assessment; (3) "Beyond the School" argues for a broad base of partnerships between schools and other agencies and considers issues of resources and training; and (4) "A National Strategy" presents a series of detailed recommendations as a framework for a national strategy. The key message of this report is the need for a new balance: in education; in setting national priorities; in the structure and organization of the school curriculum; in methods of teaching and assessment; and in relationships between English schools and other agencies. (LB)

ED 440 038 SO 031 703

Catton, Theodore; Hubber, Ann
Commemoration and Preservation: An Administrative History of Big Hole National Battlefield.
PUB DATE- 99
NOTE- 202p.; Prepared by Historical Research Associates, Inc., Missoula, Montana for the National Park Service's Columbia Cascades Support Office.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *American Indians; Educational Facilities; Field Trips; *Government Role; Historic Sites; Indigenous Populations; *National Parks; *United States History; *War
IDENTIFIERS- Nez Perce (Tribe); Site Visits

Few places in the west are as evocative of the tragic story of the Indian Wars as Big Hole (Montana) National Battlefield. The site memorializes the bravery of the Nez Perce and U.S. soldiers and volunteers who fought there during the epic flight of the Nez Perce in 1877. Big Hole preserves the scene of one of the most famous battles of the Indian Wars. This administrative history is divided into chronological chapters, with each chapter divided into topical sections and subsections. A chronological organization highlights two salient themes in Big Hole National Battlefield's administrative development: (1) its long evolution as a small unit assigned to a succession of federal agencies (the War Department, the Forest Service, and the National Park Service); and (2) the close connection that exists between its land base, interpretive (education) program, and resource management. Chapters are: (1) "The Battle and Its Aftermath (1877-1883)"; (2) "Administration under the U.S. Department of War (1883-1910)"; (3) "Administration under the U.S. Forest Service (1910-1936)"; (4) "Administration under Yellowstone National Park, Early Years (1936-1956)"; (5) "Administration under Yellowstone National Park, Later Years (1956-1977)"; (6) "Administration under the Rocky Mountain Regional Office (1977-1987)"; and (7) "Administration under Other Small Units (1987-1997)." An appendix contains laws and executive orders. (Contains 82 references and 458 chapter notes.) (BT)

ED 440 039 SO 031 708

Alberta Response to the Draft Foundation Document for the Development of the Western Canadian Protocol Social Studies K-12 Common Curriculum Framework.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Torrez, Nena
Developing Culturally Consonant Curriculum Using the Technology of the New Millennium.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cultural Differences; Cultural Influences; *Culturally Relevant Education; *Curriculum Development; *Diversity (Student); Educational Technology; Elementary Secondary Education; *Ethnic Bias; Ethnic Stereotypes; Faculty Development; Inservice Teacher Education; Multicultural Education; *Multimedia Instruction; Multiple Intelligences; Racial Bias
IDENTIFIERS- California; Knowledge Development

This paper explains how educational technology and multimedia materials can enhance teaching and learning for today's diverse students. The United States still carries the Puritan influence in education (attempting to build a single culture), with little recognition of the need to address diversity in California's K-12 classrooms. Recently, California legislative mandates developed a policy of banning curriculum materials in Spanish, yet in over half of all California school districts, 20 percent of students are non-English speakers. Data on changing ethnic compositions and achievement scores show that discrimination has not disappeared. Teachers must understand and recognize the prejudicial myths and stereotypes embodied in the dominant U.S. culture. A significant impediment to multiculturalism is the dysconscious racism that still lingers in the dominant culture. It is important to investigate different cultures to get away from negative stereotypes. Multimedia and computer technologies provide the capacity for presentations with high-tech graphics and engaging interactivity. Teacher training can focus on relatively low-cost, new multimedia technologies to enhance learning. Multimedia instructional materials address different learning styles and allow congruence and cultural consonance with learning styles. Modern technology can enhance the social construction of knowledge. (SM)

ED 440 059 SP 039 099

Tutt, Betty R.; Carter, Sherry
Verifying the Educational Value Orientations in the Curricular Decision Making Process of Pre-Service Teachers.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Principles; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Preservice Teachers; Student Teacher Attitudes; Teacher Educators; *Values

provide greater variance in knowledge and skills for those who will teach. After explaining multicultural mentoring, the paper discusses: matching multicultural characteristics; free choice mentoring; institutional climate for multicultural mentoring; values and goals impact; operational theories; existing mentoring models; strategies for mentoring for diversity; strategies for mentors; traditional faculty evaluation; and implications for teacher education. (Contains 38 references.) (SM)

ED 440 077 SP 039 117

de Esteban, Marlene Maldonado; Penrod, Kathryn
Effect of Teaching Philosophy Orientation on Students' Levels of Communication Apprehension.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Communication Apprehension; Communication Problems; *Constructivism (Learning); Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Prior Learning; *Student Experience; Student Teachers; *Teaching Methods

This study investigated whether there was a significant relationship between the predominant teaching approach to which an individual had been exposed during school life and: (1) level of communication apprehension (CA); and (2) preferred teaching approach if the individual became a teacher. A sample of 61 student teachers in the middle of their education program completed the Personal Report on Communication Apprehension (PRCA) at the beginning of the fall 1999 semester to identify their levels of CA. They also completed the Teaching Model on Expression and Exposure (TMEE). The TMEE1 identified preferred teaching approach. The TMEE2 identified the predominant teaching model to which participants were exposed in early school life. Researchers correlated PRCA scores with TMEE scores. Results indicate that high CA levels may be related to non-constructivist previous school experience. It may be appropriate to assume that people who have above average CA levels might have experienced more traditional teaching styles in the classroom setting. Since the PRCA and TMEE1 scores were low to non-significantly correlated, it is likely that regardless of respondents' high CA levels, they may have the potential to dismiss traditional models from their teaching style schemata and become constructivist practitioners. (Contains 20 references.) (SM)

ED 440 078 SP 039 118

Peace, Terrell M.; Mayo, Karen; Watkins, Regina
Becoming Consumers of Our Own Research: What Really Makes a Difference in Improving Learning?
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000). In: "The Journal of the Southeastern Regional Association of Teacher Educators," Summer 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

ED 440 097 SP 039 146

Strickland, Jane; Salzman, Stephanie; Harris, Larry
Meeting the Accountability Mandate: Linking Teacher Technology Competency to Student Learning.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Computer Literacy; Educational Legislation; *Educational Technology; Elementary Secondary Education; Higher Education; *Portfolio Assessment; Preservice Teacher Education; State Legislation; *Teacher Competencies; Teachers
IDENTIFIERS- Idaho State University; *Technology Integration

This paper examines the integration of technology into teaching and learning, focusing on Idaho State University College of Education's experiences with developing and administering a statewide assessment for certifying teacher technology competency and documenting the effects of technology integration on P-12 student learning. The paper examines mandates for technology integration nationally and in Idaho, describing the Idaho Technology Portfolio Assessment process that was developed in response to national and state mandates for technology integration. The assessment ensures that Idaho teacher candidates are competent in technology integration, assesses technology competencies of certified school personnel, and links teacher technology use into P-12 student learning. The assessment is based on International Society for Technology in Education standards. The paper discusses technology integration into teacher education at the university, presenting evidence of technology integration and student learning. Having the portfolio assessment embedded in teacher education coursework and field experiences leads to candidates actually using technology tools while teaching and learning. The portfolio assessment gives Idaho teachers a jumpstart in shaping a career based on continual improvement. Teachers gain a sense of ownership in the assessment process and the development of technology knowledge and skills being assessed. (Contains 19 references.) (SM)

ED 440 098 SP 039 147

LePage, Pamela; Sockett, Hugh
Creating a Reconciliatory Discourse on the Diverse Aims of Education.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; *Controversial Issues (Course Content); *Discussion; Elementary Secondary Education; Higher Education; Moral Issues; Trust (Psychology)
IDENTIFIERS- *Controversial Topics; *Controversy

*Evaluation Methods; Hypothesis Testing; *Information Dissemination; *Program Evaluation; *Research Methodology

This guide to program evaluation presents questions that illuminate aspects of the evaluation process. Issues to consider in program evaluation are: (1) the intended results of the program; (2) hypotheses about the possible results of the program; (3) the types of data that will indicate achievement of the intended results and the variables that will be measured; (4) the measures that will indicate achievement of the intended results of the program; (5) data sources; (6) research design; (7) the timeline for gathering and analyzing data; (8) data collection; (9) data analysis; (10) data interpretation; (11) adjustment to the project based on findings; (12) communication of the results; and (13) the approximate cost of the evaluation. (Contains 45 references.) (SLD)

ED 440 119 TM 030 723

Edwards, Jenny; Lyons, Cherie; Jost, Mary Linda
Quality Instruction Based on Data To Better Meet Student Needs.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Action Research; Background; Databases; Educational Research; *High School Students; High Schools; *Instructional Effectiveness; *Research Utilization; *Secondary School Teachers; Student Characteristics; *Teaching Methods

An action research project explored whether teacher access to information about high school students at the beginning of the semester would result in changes in instruction and interactions with students. Nine pilot project teachers received instruction in how to access the school district's student database, along with information about access to information and confidentiality and training in data analysis. Grade point average, cumulative student attendance, student mobility, health problems, and student special education background were among the pieces of information available to teachers. Some teachers chose to avoid noting names of individual students, and only chose to examine class patterns, identifying groups or skewed distributions, while others reviewed data on individual students. Teachers began using the data to make instructional decisions in the classroom in 1996. The process will be refined as teachers gather data about the results of what they are doing. The teachers eventually will report to the whole school staff about their participation in the project. Early results suggest that students are benefiting from their teachers' awareness and use of data. (SLD)

ED 440 120 TM 030 731

Athanasou, James A.
A Brief, Free and Standardised Assessment of Interests for Use in Educational and Vocational Guidance. Occasional Paper Number 12.
PUB DATE- 88
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

"Locating Information about Research Reports." Appendixes contain a glossary, research reports and reviews for analysis, and the ethical standards of the American Educational Research Association. (Contains 26 figures, 7 tables, and 186 references.) (SLD)

ED 440 141 TM 030 753

Capper, Joanne
Testing To Learn, Learning To Test: Improving Educational Testing in Developing Countries.
PUB DATE- 96
NOTE- 214p.; This work is based on materials developed under the Advancing Basic Education and Literacy Project (ABEL1) for the United States Agency for International Development (USAID), Contract No. DPE-5832-Z-00-9032-00.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Developing Nations; *Educational Testing; Elementary Secondary Education; *Learning; National Competency Tests; Scoring; *Teaching Methods; Test Interpretation; *Test Use

This book describes how examinations and national assessments can be used to encourage more pedgaogically sound teaching and learning. It provides concrete examples of ways to measure student learning and describes how to develop, score, and interpret tests to ensure that they are valid, reliable, and fair to all children. It offers techniques and guidelines to increase the involvement of parents, teachers, and students in the use of tests to motivate and improve the educational system, and not just to judge it. Following an introduction, "Using Testing as a Policy Tool," the chapters are: (1) "Principles of Good Teaching and Learning: Implications for Testing"; (2) "Examinations, Assessments, and Continuous Assessment: Differences and Uses"; (3) "Testing for Better Teaching and Learning"; (4) "Essay Tests"; (5) "Integrating Examinations, Assessments, and Continuous Assessment"; (6) "Preparing a Test Plan"; (7) "Item Specifications"; (8) "Reporting and Using Test Results"; and (9) "A Checklist for Achieving a Better Testing System and Avoiding Difficulties." Six appendixes describe classroom assessment and present samples of various types of assessment, including sample tests and guides and a sample communication guide for teachers of adult students. (Contains 28 figures, 2 tables, and 74 references.) (SLD)

ED 440 142 TM 030 754

Gordon, Sue
An Instrument for Exploring Students' Approaches to Learning Statistics.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Factor Analysis; Higher

Greater Expectations for California's Neediest Students: A Call to Action. Recommendations from the California Superintendents Council on Language, Culture, Poverty, and Race.
SPONS. AGENCY- WestEd, San Francisco, CA.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *Disadvantaged Youth; Educational Finance; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; Limited English Speaking; *Low Income Groups; *Professional Development; *Racial Differences; Teacher Education
IDENTIFIERS- *California

This document summarizes key recommendations developed to address the needs and issues of low-income students of color, many of whom are also English language learners. It grew out of discussions among California school district superintendents, school board members, and other educators. These educators noted that 60% of California students are not white, and 25% are considered poor. The recommendations are: (1) facilitate teacher training and continue meaningful professional development programs; (2) mandate training on racial bias and its effects; (3) recruit teachers and school administrators of color; (4) respect diversity in all aspects of learning; (5) implement standards at all levels of education; (6) use data to drive results; (7) provide academic support for full remediation; (8) promote parent involvement and capacity building; (9) provide appropriate school facilities; (10) fund education adequately for all students; (11) expand student leadership programs; and (12) enhance student health and well-being. (SLD)

ED 440 162 UD 033 448

Returning Home: A Look at Aftercare Services Provided to Delinquent Youth.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Counselors; Delinquency; *Delinquent Rehabilitation; Juvenile Justice; Nontraditional Education; Private Agencies; *Reentry Students; Residential Programs; State Programs; *Transitional Programs; Urban Youth
IDENTIFIERS- *New York

A study of the aftercare services offered juvenile delinquents after residential placement was conducted in New York State. The emphasis was on the Juvenile Aftercare Services program, which serves the majority of youth being conditionally released into the community. Based on findings from the study involving interviews and site visits, the following recommendations are made: (1) aftercare counselors' caseloads are too high and should be reduced; (2) the Office of Children and Family Services (OCFS) should develop a youth's service plan before the youth is released from a facility; (3) the New York City Board of Education should have a school placement arranged at least one month prior to the youth's release to aftercare; (4) aftercare counselors should have access to a broader array of

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; *Foster Care; Foster Children; *State Programs; *Teamwork; Urban Areas
IDENTIFIERS- *Partnerships in Human Services

The Family to Family initiative has encouraged states to reconceptualize, redesign, and reconstruct their foster care systems. By 1996, the initiative was being implemented in five states, five Georgia counties, and Los Angeles County, California. To implement necessary changes, Family to Family sites have designed and tested an approach called "team decisionmaking." Family to Family team decisionmaking takes place in a meeting that includes family members, foster parents (if the child is in placement), service providers, other community representatives, the caseworker, the supervisor, and, often, resource staff from the child welfare agency. Team decisionmaking can help prevent a child's removal or arrange a kinship placement. The team decisionmaking model recognizes and respects the birth family as an expert on its own children and, as a result, often builds an alliance with its members. Team decisionmaking can be sustained and further enriched through geographic assignment of cases, increased individualization of services, use of the process for prevention, and use of the process for quality assurance. Six appendixes are available on computer diskette from the Annie E. Casey Foundation. (SLD)

ED 440 184 UD 033 478

Walking Our Talk in the Neighborhoods: Partnerships between Professionals and Natural Helpers. Building Community Partnerships in Child Welfare, Part Three. Family to Family: Tools for Rebuilding Foster Care.
PUB DATE- 97
NOTE- 31p.; For parts 1-4, see UD 033 476-479.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Foster Care; Foster Children; Neighborhoods; *Professional Personnel; State Programs; Urban Areas
IDENTIFIERS- *Natural Helpers; *Partnerships in Human Services

The Family to Family initiative has encouraged states to reconceptualize, redesign, and reconstruct their foster care systems. By 1996, the initiative was being implemented in five states, five Georgia counties, and Los Angeles County, California. This paper describes some of the ways natural helpers can assist professionals achieve the necessary changes to foster care systems. Natural helpers located in a neighborhood are likely to understand the problems and cultural issues better than people who do not live in the neighborhood. They can be more committed to solving problems because the challenges affect them personally. Relationships with the natural helpers within a community can help professionals build connections and work with families. There are many difficulties in establishing relationships with natural helpers, but the benefits outweigh the problems. Two appendixes list activities of natural helpers and tools professionals can use in teaching natural helpers. (SLD)

ED 440 185 UD 033 479

People Helping People: Partnerships between Professionals and Natural Helpers. Building Community Partnerships in Child to which children receive money from and spend time with their nonresident parents. Part of the Assessing the New Federalism project, the brief also examines how much child support contributes to family income, whether child support reduces child poverty and income inequality, and whether additional child support enforcement efforts would really increase child support receipt among poor children. Averaged across all children and their families, child support appears relatively unimportant, a mere 2% of family income. But child support is an important source of income for children who receive it, and it becomes even more important when the child is poor. Child support lifts about half a million children out of poverty each year, reducing poverty among these children by 5%. Child support receipt varies by state, but child support enforcement has a long way to go regardless of the state considered. Increasing child support enforcement will be challenging, and it is difficult to estimate the impact on child well being of such efforts. (SLD)

ED 440 205   UD 033 502

Boots, Shelley Waters; Geen, Rob
Family Care or Foster Care? How State Policies Affect Kinship
  Caregivers. New Federalism: Issues and Options for States.
  Series A, No. A-34. Assessing the New Federalism: An Urban
  Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg
  Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation,
  Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park,
  CA.; Ford Foundation, New York, NY.; John D. and Catherine T.
  MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation,
  Flint, MI.; David and Lucile Packard Foundation, Los Altos,
  CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund,
  New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for
  New Jersey, East Orange.; Lynde and Harry Bradley Foundation,
  Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller
  Foundation, New York, NY.
PUB DATE- 99
NOTE- 8p.; Additional funding provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; *Child Welfare;
  Financial Support; *Foster Care; Foster Family; *Placement;
  Public Policy; *Urban Schools
IDENTIFIERS- *Kinship Foster Care

In 1997, the Urban Institute surveyed state foster care administrators to gather information on state policies for identifying, licensing, and financially supporting kinship care families. For purposes of this brief, "kinship care" refers to a child whose placement was arranged by child welfare authorities. States were found to differ in three primary ways: (1) who they consider eligible caregivers; (2) how they license or approve family members for caregiving; and (3) how they support kinship families within the child welfare system. Regardless of how states define kin, almost all give preference to relatives over non-kin foster parents and many work actively to recruit family members to care for children in the foster care system. Policies on treatment of the kinship care family also vary among states, but in general (41 states), kinship families are held to a less stringent standard for foster family eligibility than nonrelated foster families. However, about half of these states do not provide foster care payments to kinship families meeting a lower standard, resulting in

IDENTIFIERS- *Canada; *United States

This is an investigation of globalization and its effects upon seven community colleges in Canada and the U.S. As a study of organizational change, the investigation addresses the alteration of processes and structures over the 1990s, brought about in part by globalization and institutional responses to globalization. This report has 11 chapters, a reference section, and an extensive set of appendices. Chapter 1 is an introduction. Chapter 2 discusses the theoretical and conceptual foundations of the study. Chapter 3 sets out the research methods employed in the investigation. Chapter 4 provides a statistical context for the institutions, emphasizing demographic characteristics of their respective regions, provinces, states, and countries. Chapter 5 offers the case histories, presenting data from both site investigations and observations based upon empirical study. Chapter 6 discusses the findings of the investigation that pertain to the alteration of missions and structures of seven institutions. Chapter 7 is an examination of the impact of globalization and global forces upon the institutions. Chapter 8 addresses the topic of management of the colleges, largely from the perspective of organizational adaptation. Chapter 9 explores and identifies the purposes of government policy for community colleges, both from a federal level and from the provincial and state levels. Chapter 10 and 11 address the principal research questions, detail implications of the study, and suggest avenues of action for practitioners. Appendices, representing almost a third of the document, list: (1) demographic tables of the noted jurisdictions and college regions; (2) government policy documents, organized by jurisdiction; (3) research documents used in the study; (4) a list of the members of the research team; (5) the current project outcomes published, presented, or in work; and (6) the final recommendations of the study. (Contains 137 references.) (VWC)

ED 439 753 JC 000 268

Service Learning Resource Guide, 1998-1999.
PUB DATE- 99
NOTE- 13p.; Published irregularly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; *Community Colleges; Ethics; Journal Writing; Program Implementation; Public Service; *School Community Relationship; *Service Learning; Social Values; Teaching Methods; Two Year Colleges

This document contains three issues, each containing one article, from the American Association of Community Colleges' Service Learning Resource Guide. The first article, "Service Learning and Curricular Integration" (Robert Exley), discusses service learning and curricular integration. It outlines several steps in implementing service learning programs: (1) identifying course competencies to determine if the current design is the best fit for today's community college student; (2) identifying the competencies best suited to service learning; (3) determining student learning expectations; (4) using reflective teaching strategies; and (5) creating a course syllabus. The second article, "Integrating Reflection on Ethical Issues To Promote Civic Responsibility" (C. David Lisman), discusses how service learning experiences can be structured in a way that achieves civic literacy. Some suggestions are to: (1) clarify the concept of civic responsibility; (2) discuss ethics in the classroom; and (3) engage students in community service in policy issues related to the two-year postsecondary sector. Education has always been a critical tool for helping those in poverty to move into jobs that offer enough compensation to free them from dependence on public assistance. Traditionally, community colleges have educated students at the lowest ends of the income scale. Forty-eight percent of students from families at the bottom fourth in income have chosen public two-year college as entry to higher education as opposed to 27% who selected four-year institutions. This article focuses on state policy options and collaborative enterprises designed to help welfare recipients become financially independent by way of education. Lengthy courses of study are not appropriate for students in extreme financial situations, therefore community colleges have developed more streamlined General Education Degree programs, basic job-readiness courses, and short-term vocational training. Policymakers need to allocate resources up front to provide for childcare, transportation, and other supports that will enable poor working parents access to education. (AF)

ED 439 773 JC 000 296

Jenkins, Davis; Fitzgerald, Joan
Community Colleges: Connecting the Poor to Good Jobs. Policy Paper.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 98
NOTE- 9p.; For other policy papers in this series, see JC 000 286-295.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Economically Disadvantaged; *Educational Policy; *Employment Potential; High School Equivalency Programs; Income; *Job Skills; Low Income Groups; Policy Formation; State Agencies; Two Year Colleges; Vocational Education; *Welfare Services
IDENTIFIERS- Employer Needs

This paper, which focuses on community colleges and job placement, is part of a series published by the Center for Community College Policy, designed to support state and local policymakers, as well as educational leaders who are interested in policy issues related to the two-year postsecondary sector. The current emphasis on "work-first," getting welfare recipients into any jobs, no matter the pay, is counterintuitive. Jobs that pay as much as is needed for a single woman to raise two children often require more than a high school degree, and promotion from an entry-level position into a career often requires formal postsecondary training. Since community colleges play a significant role in workforce development, collaboration with state development agencies and local workforce development can ensure that programs are developed to meet the needs of key employers, who will then hire students. Several policy options are described in this document, such as: (1) encouraging colleges on their own accord to make necessary connections between technical programs and employment; (2) consolidating funding for job training for the poor; and (3) providing incentives to serve the poor in mainstream technical education programs. (AF)

ED 439 774 JC 000 297

Kienzl, Gregory
Community College Involvement in Welfare-to-Work. AACC Research

PUB DATE- 99
NOTE- 70p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Assignments; Change Strategies; Educational Technology; Elementary Education; Group Activities; Homework; Intervention; *Parent Participation; Parent Teacher Cooperation; *Student Improvement; *Student Responsibility
IDENTIFIERS- Voice Mail

This action research project addressed the problem of missing assignments among fourth- and fifth-graders at a school in northern Illinois. In order to document the extent to which students lacked responsibility for turning in daily assignments, the teacher-researchers kept track of missing assignments for each student and grade book records for 6 weeks to establish a baseline. The school's entire teaching staff and all parents of the targeted students were also surveyed. An intervention was developed to increase the percentage of students completing assignments through: (1) parental involvement; (2) improved home-school communication; and (3) student interdependence. The intervention specifically involved an automated daily voice mail system to inform parents of school assignments, a cooperative peer support system with rewards for 100 percent completion of assignments, and a "Completed Homework Tally Sheet." Data from the tally sheets and a concluding parent survey indicated a slight (2 percent) improvement in timely homework completion. Only 32 percent of parents indicated they used the voice mail system, compared to 79 percent who said on the first survey that they would use it. Eleven appendices include survey materials and cooperative group checklists. (Contains 32 references.) (EV)

ED 439 792 PS 028 381

Kagan, Jerome
Three Seductive Ideas.
PUB DATE- 98
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavioral Sciences; Child Development; *Developmental Psychology; *Early Experience; Ethics; Fear; Infants; Moral Development; Motivation; Personality; *Philosophy; Public Policy; *Social Sciences; Theories
IDENTIFIERS- Consciousness; Critical Period

Noting that a reluctance to question some assumptions of social and behavior sciences is one reason for the halting progress in these fields, this book examines three potentially misleading ideas and reasons for their continued popularity. Chapter 1 critiques the idea that all behavior is influenced by one's psychological construction of the immediate situation, in turn influenced by objects and people in the perceptual field and by memories of the past. An indifference to the local influences on behavior has led some social scientists to write about psychological processes such as fear, consciousness, intelligence, and temperament as if they generalize broadly. Chapter 2 questions current faith in infant determinism, which holds that some experiences during the first 2 years of life are preserved indefinitely. Many early ideas or habits either questions for the particular area. Chapter 1 differentiates rewards and recognition and outlines the criteria for recognition. Chapter 2 focuses on classroom ideas, while chapter 3 deals with school-wide recognition ideas. Chapter 4 addresses sports and games ideas. Chapter 5 presents recognition practices for the end of the school year. Chapter 6 makes suggestions for student assessment. The appropriate age range for each recognition idea is included. Blackline masters for materials are appended. (Contains 52 references.) (KB)

ED 439 811   PS 028 425

Dockett, Sue; Perry, Bob
Starting School: Perspectives from Australia.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Elementary School Students; Elementary School Teachers; Emotional Development; Foreign Countries; *Parent Attitudes; Parents; Primary Education; School Attitudes; *School Readiness; Social Development; *Student Adjustment; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Australia; Transitional Activities

Noting that the transition to school is one of the major challenges children face in early childhood, this study examined the perceptions of Australian parents, teachers, and children in various phases of school attendance regarding what was involved in children starting school. Data were collected by means of questionnaires given to teachers interested in or working with beginning students, and to parents of children just starting or ready to start school; and focus group interviews with beginning students. A grounded theory approach was used in coding the responses. Findings indicated that the prime concern for parents and teachers was individual social adjustment. Parents mentioned issues related to the educational environment, family concerns, rules, and physical development more often than teachers, whereas teachers mentioned issues related to skills and knowledge demonstration more often than parents. Children were most concerned with learning school rules and their feelings about school or learning. They were adamant that they needed to know the school rules to function well within the school and stay out of trouble. Children could also describe the consequences for breaking the rules. Almost all the children were very positive about their experiences in starting school, and described those experiences in terms of their own and their family members' disposition toward school. The findings suggest that parents, teachers, and children are all actively involved in the transition process and have different perceptions and expectations about what is important. In planning effective transition programs, these different perspectives must be taken into account. (Contains 21 references.) (KB)

ED 439 812   PS 028 426

Seng, SeokHoon
Teaching and Learning Primary Mathematics in Singapore.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual International

Van den Bergh, Bea
Child Care and Importance of the Educator-Child Relationship: Policy Relevant Conclusions Based on a Brief Review of Literature. CBGS Working Document.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Caregiver Child Relationship; Day Care; *Day Care Effects; Early Childhood Education; Foreign Countries; *Literature Reviews; Policy Formation; Teacher Student Relationship
IDENTIFIERS- Child Care Needs; *Day Care Quality

At the request of the Family and Welfare Council of Belgium, the Centre for Population and Family Studies compiled a documentation file on child care. Part of the documentation file, this updated working paper discusses literature addressing child care, particularly the quality of relationships between children and caregivers and development of children's self-esteem. Topics of research reviewed in the paper include: (1) responsibility for education; (2) Bowlby's maternal deprivation theory; (3) attachment theory; (4) Swedish and American research on effects of child care; and (5) development of competency and self-esteem in young children. The paper draws some conclusions from its review of the research: (1) the quality of nonparental care is of primordial importance to the evaluation of its effects on children; (2) whether at home or in a day care setting, the quality of the educator-child relationship is a very--if not the most--important facet in child development; (3) poor quality care or poor support systems for parents have negative effects on children; (4) high-quality care in a center is comparable to high-quality family day care; and (5) more research is needed on the possibly differing processes of development of children in nonparental versus parental care, the experiences of children themselves, and other cultures. (Contains 106 references.) (EV)

ED 439 829 PS 028 447

Miller, Jerri; Petersen, Sandy
Colorado Guidelines for Service Coordination: Early Childhood Connections for Infants, Toddlers & Families = Guia para la Coordinacion de Servicios de Colorado: Conexiones para la Ninez Temprana para los Infantes, Parvulos y las Familias.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coordination; *Coordinators; Developmental Delays; *Disabilities; *Early Intervention; Family Involvement; *Family Programs; Individualized Family Service Plans; Infants; Parent Participation; Preschool Education; Special Education; Special Programs; Toddlers

Modules 9-16.
PUB DATE- 99
NOTE- 584p.; For Modules 1-8 and the teacher's guide, see PS 028 493 and PS 028 495.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Early Childhood Education; *Learning Activities; *Play; *Reading Programs; Thematic Approach; Young Children

Read, Play, and Learn is a play-based curriculum designed to promote growth across all of the areas of development important to a young child. With a school-year's worth of ready-to-use lessons or modules, the curriculum provides story-related activities centered around themes such as enjoying seasonal festivities, sharing emotions, making friends, understanding other cultures, and just having fun. This set of module booklets comprises the second collection of storybook activities for the curriculum. Providing 2 weeks of theme-based activities, each module booklet covers: how to use the curriculum; the story; planning sheets; vocabulary; materials; classroom areas/centers; involving families; and additional suggestions. Each module booklet relates to a particular children's story: (1) "A Porcupine Named Fluffy"; (2) "First Flight"; (3) "Friends"; (4) "The Three Billy Goats Gruff"; (5) "The Three Little Javelinas"; (6) "A Rainbow of Friends"; (7) "Franklin Has a Sleepover"; and (8) "The Rainbow Fish." (HTH)

ED 439 848 PS 028 495

Linder, Toni W.
Read, Play, and Learn! Storybook Activities for Young Children. The Transdisciplinary Play-Based Curriculum. Teacher's Guide.
PUB DATE- 99
NOTE- 236p.; For Modules 1-8 and 9-16, see PS 028 493 and PS 028 494.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Curriculum Guides; Early Childhood Education; *Learning Activities; *Play; *Reading Programs; Teaching Guides; Thematic Approach; Young Children

Read, Play, and Learn is a play-based curriculum designed to promote growth across all of the areas of development important to a young child. With a school-year's worth of ready-to-use lessons or modules, the curriculum provides story-related activities centered around themes such as enjoying seasonal festivities, sharing emotions, making friends, understanding other cultures, and just having fun. This teacher's guide provides guidance in encouraging early learning and development by creating a literacy-rich environment for preschool and kindergarten children of all ability levels. The guide explains: how to arrange the classroom; organize the day; introduce modifications for children of varying ability levels; and involve family members in their child's education. The guide also offers background information on the importance of play and literature in early learning, provides an overview of developmental domains, and discusses what to expect at various levels of children's development. The guide's appendix provides reproducible master planning sheets and illustrations to use with module activities. (HTH)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Change Strategies; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; *Faculty Development; Models; *Systems Approach

The Professional Development Leadership Academy supports states in transforming systems of professional development. This paper investigates accountability considerations that are necessary to determine the impact and results of professional development from a state systems perspective. The five areas of focus that comprise the Academy knowledge base include strategic thinking, leadership development involving state and local educational teams, organizational change, collaborative partnerships, and systems of accountability. Each state team that participates in the Academy is expected to develop a system of accountability that provides evidence of success and impact regarding professional development. The Academy has identified four complementary tools that have the potential to bridge the gulf between professional development and learner outcomes. These tools are: (1) a professional development curriculum for stakeholders responsible for the success of state professional development systems; (2) logic models of planned change that link resources, activities, and customers with short-, intermediate-, and longer-term outcomes; (3) balanced systems of accountability that ensure sufficient attention to educational equity, student achievement, and system outcomes; and (4) quality performance and results measures. (Contains 24 references.) (SU)

ED 439 868 RC 022 340

Mitchem, Katherine; Benyo, Julieann
A Classwide Peer-Assisted Self-Management Program All Teachers Can Use: Adaptations and Implications for Rural Educators.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Middle School Students; Middle Schools; *Peer Teaching; Rural Schools; *Self Management; Special Education; *Student Behavior; Theory Practice Relationship; Urban Schools
IDENTIFIERS- *Behavior Management

Many teachers feel unprepared to deal with disruptive student behavior, which can drastically decrease instructional time. This concern also contributes to general educators' reluctance to include students with emotional or behavioral disorders. Teachers will not use research-proven behavioral interventions unless they can be implemented with available resources and have clear simple instructions. These needs are met by the classwide peer-assisted self-management (CWPASM) program, which is based on two existing research-proven strategies: total class involvement in teams of peer partners and self-appraisal and self-monitoring strategies. CWPASM helps students learn to follow classroom rules, use appropriate social skills, and work

RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Classroom Techniques; Disabilities; Distance Education; Elementary Secondary Education; Faculty Development; Higher Education; *Inclusive Schools; *Inservice Teacher Education; Instructional Effectiveness; Rural Education; Special Education; Student Motivation; Teacher Attitudes; *Teaching Methods

As rural schools prepare for the inclusion of students with disabilities in general classrooms, teachers must be equipped to modify curriculum and adapt classroom environments. This paper reports the results of an analysis of a series of instructional seminars for their applicability to curriculum and classroom environment adaptation. The series was developed by Oklahoma State University (OSU) to provide instructional skills to university teachers who do not have professional training in pedagogy. The series is being put online to expand access to a larger number of faculty, including rural teachers. About half of the program's 30 two-hour modules are currently online. The analysis identified effective instructional strategies that can be adapted by teachers to meet the needs of diverse learners. The strategies and underlying principles cover 17 areas: instruction (teacher attitudes, behavior, and classroom communication); student production (creating products that are authentic and have authentic audiences); psychologically secure environments; motivation; success; student expectations; scaffolding (learning assistance, cues, and support provided by teacher or peers); respect; adaptation to student abilities; prerequisite skills (ensuring that each student has the skills needed to learn new content); group activities; student choice of activities; optimal level of learning; learning communities; problem solving; questioning techniques; and appropriate assessments. The Web site address of the OSU instructional seminars is included. (TD)

ED 439 886 RC 022 358

Johnson, Leslie M.
Substitute Teachers and Students with Learning Disabilities: Problems in Rural Areas.
PUB DATE- 00
NOTE- 6p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Discipline; *Educational Administration; Elementary Secondary Education; *Inservice Teacher Education; *Learning Disabilities; *Personnel Management; Special Education; Stereotypes; *Substitute Teachers; Teacher Administrator Relationship; Teacher Role
IDENTIFIERS- *Behavior Management

The lives of students with special needs are often chaotic, and they have difficulty with organization. The unfamiliar experience of a new substitute teacher can spring chaos into their lives. It is important to teach students, particularly

PUB DATE- 99
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Environmental Education; Models; Natural Resources; Science Education; Teaching Methods
IDENTIFIERS- *Iowa

This guide provides a variety of tools that can help educators, building staff, or school districts decide how to include environmental education in their curriculum. Chapter 1 identifies important environmental education concepts. Chapter 2 describes different general approaches and the advantages of each. Two models and the key components of some of the latest research in environmental education are presented in chapter 3. Information on the Iowa Concept Chart and the Pennsylvania Grade Level Concepts, which show how programs meet the standards, are discussed in chapter 4. Appendices include lists of: the Iowa Department of Education mission and goals; Governor conference priorities; Iowa resource agencies and organizations; Iowa commodity groups; National resource agencies and organizations; and an environmental education glossary of terms. (Contains 34 references.) (CCM)

ED 439 904 SE 063 180

Jones, Keith; Simons, Helen
Online Mathematics Enrichment: An Evaluation of the NRICH Project, 1998-99.
SPONS. AGENCY- Cambridge Univ. (England).
PUB DATE- 99
NOTE- 101p.; Produced under contract to the Millennium Mathematics Project at Cambridge University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; Foreign Countries; *Mathematics Curriculum; *Program Descriptions; *World Wide Web
IDENTIFIERS- United Kingdom

This is the final report of the findings of the independent external evaluation of the NRICH online mathematics project, which began in 1996 with the goal of establishing a permanent national United Kingdom (UK) center for curriculum enrichment in mathematics. The project aims to provide mathematical learning support for very able children of all ages through the publication of regular web-based magazines featuring mathematical problems, puzzles, articles, and games. Analysis of questionnaires completed by 199 pupils, 450 teachers, and 67 friends of NRICH (such as parents) revealed that most NRICH users lived in England. There were also three case study schools chosen. The main impact of NRICH on the more able pupils was in terms of helping them to gain a wider appreciation of mathematics, and raising the profile of mathematics as a subject that could be interesting enough to pursue either within or outside of school or further study. Appendices include: a description of the NRICH online mathematics project; the Web site impact questionnaires; the Web site evaluation criteria; the case study interview foci; and the case profile interview schedule. (Contains 33 references and 44 tables.) (ASK)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Engineering Education; *Financial Support; Government Publications; Higher Education; *Research and Development; *Science Education; *Statistics

This data brief presents federal academic science and engineering obligations data from 19 agencies participating in the fiscal year 1998 Survey of Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions. Data are collected on Federal science and engineering support by funding agency, type of institution, institutional ranking, and geographic distribution in this annual survey. (CCM)

ED 439 932 SE 063 361

Papadakis, Maria C.
Complex Picture of Computer Use in the Home Emerges. SRS Issue Brief.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computers; Higher Education; *Information Technology; Science Education; Statistical Data; Surveys

This report provides a summary overview of findings in major data and research papers about the implications of information technologies for the home. A full literature review of these works, "The Application and Implications of Information Technologies in the Home," is presented. This study identifies eight core data sets and reviews more than 30 major studies related to information technologies in the home. The major findings are: (1) personal computer (PC) use in the home has spread rapidly, especially among the affluent and well-educated; (2) children and male teenagers continue to be the heaviest users of home PCs; and (3) Internet use has moved from work to home. (CCM)

ED 439 933 SE 063 362

Hill, Susan T.
Science and Engineering Degrees, by Race/Ethnicity of Recipients: 1989-97. Detailed Statistical Tables.
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); *Engineering Education; *Ethnicity; Higher Education; *Race; *Science Education; *Statistical Data; Statistical Surveys; Tables (Data)

This publication provides detailed statistical data on degrees in science and engineering fields by the race/ethnicity of recipients from 1989-1997. Bachelor's and master's degree data were obtained from the universe institution surveys of the National Center for Education Statistics (NCES), U.S. Department of Education. Data on doctorates are from the Survey of Earned Doctorates, a university survey of individual doctorate recipients sponsored by the National Science Foundation (NSF) and four other federal agencies. The estimates of population in the various age categories are based on data that was collected and published by the Bureau of the Census, performance on five integrated science process skills and if there were significant differences in their performance linked to their gender, grade level, school location, school-type, student-type, and socioeconomic background (SEB). The 305 subjects comprised 133 males, 172 females, 146 ninth graders, 159 tenth graders, 150 traditional and 155 comprehensive high school students, 164 ROSE (Reform of Secondary Education), and 141 nonROSE students, 166 urban and 139 rural students, and 110 and 195 children of professional and nonprofessionals, respectively. Data were collected with the authors' constructed integrated science process skills test. Results indicated that the subjects' mean score was barely "average"; their performance in decreasing order was: interpreting data; recording data; generalizing; formulating hypotheses; and identifying variables. There were statistically significant differences in their performance based on their grade-level, school-type, student-type, and SEB in favor of the tenth graders, traditional high school students, ROSE students, and children of professionals, respectively. There was a positive, significant, and fairly strong relationship between their performance and school-type, but weak relationships among their student-type, grade-level and SEB and performance. (Contains 4 tables showing data, and 22 references.) (Author/CCM)

ED 439 954   SE 063 453

Shymansky, James A.; Yore, Larry D.; Anderson, John O.
A Study of Changes in Students' Science Attitudes, Awareness and Achievement across Three Years as a Function of the Level of Implementation of Interactive-Constructivist Teaching Strategies Promoted in a Local Systemic Reform Effort.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Constructivism (Learning); *Educational Change; Elementary Education; Learning Theories; Science Education; Scientific Literacy; *Student Attitudes; Surveys; Teaching Methods

This study explored the cumulative effect of three years of exposure to teaching strategies being promoted in a local school district's systemic reform on elementary students' attitudes towards school science, awareness of science careers, and science achievement. The reform effort, referred to as the "Science: Parents, Activities, and Literature" (Science PALs) program focused on incorporating children's literature and parent partners using an interactive-constructivist epistemology as its base. Individual teachers were rated by the school district's science coordinator on their use of specific Science PALs strategies. Student attitudes and awareness were assessed with a paper and pencil survey developed for this research. Student achievement was assessed with multiple choice and constructed response items taken from the released item pool of the Third International Mathematics and Science Study (TIMSS). Student attitude, awareness, and achievement data were analyzed in terms of the cumulative ratings of teachers across the last three years of the reform effort. Results indicate that students receiving three years of instruction from teachers with different ratings on their use of Science PALs

Education; *Elementary Education; Foreign Countries; *International Cooperation; *International Educational Exchange; Preschool Curriculum; *Preschool Education
IDENTIFIERS- Austria; *European Union; Finland; Iceland; Norway; Sweden

This report intends to fill the gap between the original document "Pre-School and Primary Education in the European Union" and the current state with the addition of the new Member States of Austria, Finland, Sweden, Iceland, and Norway. The report is divided into two parts. Part 1, "General Organisation," contains: (1) "The Structure of Education" and (2) "Provision for Pupils in Primary Or Single Structure Schools During Out-of-School Hours." Part 2, "The Education Process," includes: (1) "Pre-School Education"; (2) "Primary Or Single Structure Education"; and (3) "Transition to Lower Secondary Or to the Last Years of Single Structure Education." Appended is a chart showing, by country, the number of pupils in primary education each year. (EH)

ED 439 975   SO 027 315

Pre-School Education in the European Union: Current Thinking and Provision. Studies No. 6.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Task Force on Human Resources, Education, Training, Youth.
PUB DATE- 95
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Comparative Education; Foreign Countries; *International Cooperation; *International Educational Exchange; Preschool Curriculum; *Preschool Education
IDENTIFIERS- *European Union

This report provides a synopsis of the scientific information available at present on the beneficial effects of European pre-school education. The analysis also deals with the organisational characteristics of those institutions achieving the most positive results. The second part presents descriptive reports on the situation in each of the European Community Member States, together with a comparative summary based on available information. There is a need to move beyond the antagonistic relationship between the family and pre-school education. Considerable research shows that the essential question to be examined is how pre-school education centers can complement and support the family's educational efforts. The report is divided into two parts. Part 1, "The Contribution of Scientific Research," includes: (1) "The Effects of Attendance at Pre-School Provision"; (2) "Facilities and Conditions in Pre-School Provision"; and (3) "Conclusions." Part 2, "Early Years Provision in the Education Systems of the European Union," presents synopses of pre-school education systems in the Member States. (Contains 53 references.) (EH)

ED 439 976   SO 028 625

Shemie, Bonnie; Branston, Linda; Main, Lorna
Native Dwellings of North America, Grades 3 to 6. Teacher's Kit.
PUB DATE- 95
NOTE- 65p.; Books in the "Native Dwellings" series are not available from ERIC.
LANGUAGE- English

ED 439 997   SO 031 267

C-SPAN in the Classroom: Campaign 2000 Events.
PUB DATE- 99
NOTE- 21p.; For other documents on Campaign 2000, see SO 031 265-266.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Elections; *Political Candidates; *Political Issues; *Presidential Campaigns (United States); Secondary Education; Social Studies; *Voting
IDENTIFIERS- C SPAN

These C-SPAN lesson plans focus on U.S. presidential campaign 2000 events. The six lesson plans are titled, as follows: (1) "Campaign Overview"; (2) "Campaign Kickoffs"; (3) "Primary Caucuses"; (4) "National Conventions"; (5) "General Election: Presidential Debates"; and (6) "General Election: Election Day." Each lesson plan contains an activity overview, student objectives, materials and tools needed, and procedures. (BT)

ED 439 998   SO 031 270

Craver, Kathleen W.
Using Internet Primary Sources To Teach Critical Thinking Skills in History. Greenwood Professional Guides in School Librarianship.
PUB DATE- 99
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Thinking; History Instruction; Instructional Innovation; *Primary Sources; Secondary Education; Skill Development; Social Studies; *United States History; *World History; *World Wide Web
IDENTIFIERS- Technology Integration; *Web Sites

The purpose of this book is to discuss and demonstrate how primary sources found on the Internet can be used to teach critical thinking skills for U.S. history and world history students in grades 7-12. The volume also provides guidelines and sample suggestions and questions for using primary sources in a variety of formats to stimulate critical thinking skills. The guide is filled with 150 recommended primary source Internet sites about history ranging in time periods from ancient civilizations to 1998 and offers interesting and challenging questions designed to stimulate students' critical thinking skills. Following an introduction, the guide is divided into three parts: (1) "Using Critical Thinking Skills in History"; (2) "Using Primary Sources"; and (3) "The Primary Source Sites." (BT)

ED 439 999   SO 031 282

Elkins, Kenneth; Patrick, Jeff
Hard Times/Hard War. Wilson's Creek National Battlefield Educational Packet, Grades 9-12. Second Edition.
SPONS. AGENCY- National Park Foundation, Washington, DC.
PUB DATE- 99

guide, "Choosing the Recipe," explains what oral history is, what it can contribute to the classroom, and why the concepts of student-centered learning and real-world writing may be adjuncts to oral history. Part 2, "Cooking It Up," presents the fundamentals of planning and conducting an oral history project, from picking a topic that fits into the curriculum, to marshaling resources, learning to record useful interviews, and transcribing and preserving the recording with forms, checklists, and even the script of the video, "You've Got to Hear This Story," to help the teacher keep at least one step ahead of the students. Part 3, "Serving It Up," covers writing about, interpreting, and analyzing the interviews, sharing the results of the work through various public performances, and assessing student work. Part 4, "Lagniappe," (Appendix) includes lesson plans prepared by Louisiana State University graduate students, a selected 50-item annotated bibliography of works about or based on oral history, and a list of world wide web pages. (BT)

ED 440 019   SO 031 624

State of Delaware Visual and Performing Arts Content Standards:
  Music, Visual Arts, Theatre, Dance, November 1997.
PUB DATE- 97
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *Art Education; *Dance
  Education; Drama; Educational Change; Elementary Secondary
  Education; *Music Education; Public Schools; *State Standards;
  Student Educational Objectives; *Theater Arts; *Visual Arts
IDENTIFIERS- *Delaware

This guide to content standards in the visual and performing arts in the state of Delaware is the work of a curriculum framework commission whose members have crafted clear standards for development of curriculum that will prepare Delaware's students to become effective, productive citizens. Standards-based education reform is an initiative for improving academic achievement throughout the state, and is based on the principles that every student has the opportunity to participate in real and meaningful educational experiences and that every student is held to high expectations (standards) of knowledge and performance. All students should be able to reach their full potential and be prepared to lead full and productive lives as citizens and workers in the 21st century. Guiding principles for the standards include: educational excellence and equity for all; close collaboration and partnerships among educators, parents, family, business, and the community support high academic achievement, excellence, and opportunity for all children; a safe and supportive environment that respects the diversity of all Delaware's learners; and a sense of vitality, energy, and commitment to successful teaching and learning. Following a preface and information on how to use the guide are these sections: (1) "Introduction"; (2) "Rationale for Change in Arts Education"; (3) "Music Standards"; (4) "Visual Arts Standards"; (5) "Theatre Standards"; and (6) "Dance Standards." Each discipline contains standards for grades K-3; grades 4-5; grades 6-8; grades 9-12; grades 9-12, advanced; K-12 overviews; as well as vignettes, teaching examples, and a glossary. (BT)

ED 440 020   SO 031 628

(141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; Public Education; *Social Studies
IDENTIFIERS- Alberta

The Canadian province of Alberta has been an active participant in the preliminary work that has begun on the Western Canadian Protocol Social Studies K-12 Common Curriculum Framework. After the foundation document was drafted, responses to that document were gathered through use of a common response form. Overall, general support was given for: the participation of Aboriginal and Francophone "voices" in the development of the document and future development of the common curriculum framework; the first paragraph of the vision statement; the definition of social studies, particularly the reference to "active and responsible citizens"; the organizers included in the model of social studies; and the roles of social studies and principles for writing a common curriculum framework. Although there was a high level of support for the foundation document from respondents affiliated with Francophone student populations, several areas of concern were identified. The response document is divided into the following sections: (1) Executive Summary; (2) Background; (3) Summary of Responses and Recommendations; (4) Other Recommendations (General Support; Specificity/Distinct Outcomes for Two Groups; Identity; Citizenship; Role of Social Studies and Guiding Principles; Aboriginal People; Explicit Research Basis; Other Ideas; Recommendations); and (5) Appendices, which include: summaries of the respondents by reviewer type, by affiliation, and by student population group; the quantitative data; and a summary of the coded comments. (BT)

ED 440 040 SO 031 711

Vadenais, Kim Rocha
Parent/Guardian Attitudes on Year-Round Schools, Scotland County, North Carolina, 1998.
PUB DATE- 00
NOTE- 291p.; Ed.D. Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Numerical/Quantitative Data (110)
DESCRIPTORS- Grade 4; Grade 5; *Parent Attitudes; Parent Participation; Parent School Relationship; Primary Education; *Statistical Data; *Statistical Surveys; *Year Round Schools

This study determined the attitudes of parents and/or guardians toward year-round schools in Scotland County, North Carolina for students enrolled during the 1998-1999 school year in one of the six K-5 year-round school programs. Data were analyzed using several statistical procedures that included mean scores, standard deviation, standard error, correlation, frequency, percentages and Cronbach's coefficient alpha. The survey results indicate that the parents and/or guardians in this study have a positive attitude toward year-round school; are active in their child's education; and believe that the year-round schools communicate with them very well. Chapter titles include: (1) "Introduction"; (2) "Review of the Literature"; (3) "Methodology"; (4) "Results"; and (5) "Summary, Conclusions, Discussion, and Recommendations." Includes extensive tables and references. Appendices include a school and family partnerships survey; a permission to use survey; a principals instructional cover letter; a teachers instructional cover letter; a parent/guardian informational cover letter; a

IDENTIFIERS- *Value Orientations

This study verified the educational value orientations of junior and senior undergraduate preservice teachers and their professors of education in one teacher education program. The study used the Value Orientation Inventory (VOI), which includes five competing educational value orientations: Disciplinary Mastery Orientation (DMO), Learning Process Orientation (LPO), Self-Actualization Orientation (SAO), Ecological Integration Orientation (EIO), and Social Responsibility Orientation (SRO). Researchers revised the VOI to reflect curricular decision-making choices of preservice teachers. Study participants were 31 preservice teachers and 8 professors of education. All students were Caucasian, and all but one were female. Six professors were female, and two professors were minority. Participants completed the VOI. Results indicated that student teachers and professors demonstrated at least one significant difference in their value orientations. Student teachers demonstrated less preference for the importance of the DMO than did faculty. Students did not place as much emphasis on the DMO as they did on the LPO and SRO. Results did not support the belief that many teacher education programs lack conceptual frameworks. This teacher education program had a conceptual framework developed by its faculty. (SM)

ED 440 060   SP 039 100

Busching, Beverly; Catoe, Sally; Medway, Frederick; Shirley, Jim; Toner, Tommie
Partnership for Educational Renewal: From Commitment to Institutional Reality.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Administrators; Beginning Teacher Induction; *College School Cooperation; Collegiality; Elementary Secondary Education; Faculty Development; Higher Education; Instructional Leadership; Participative Decision Making; *Partnerships in Education; Preservice Teacher Education; Principals; *Professional Development Schools; School Culture; Teacher Collaboration; *Teacher Improvement; Teacher Role; Teachers
IDENTIFIERS- University of South Carolina

This paper describes the University of South Carolina Professional Development School (PDS) Partnership Network. The first section examines initiation of a partnership for educational renewal, implementation of threshold conditions, institutionalization of the PDS, and the current period of transition as a new period of institutionalization has been initiated. This section also presents a literature review on the subject of PDSs. The second section presents outcomes and methods of the University of South Carolina's PDS effort, offering perspectives from key stakeholders (the executive director of the partnership and clinical experiences, a teacher leader, a principal, and an interim dean from the University). The paper concludes that collaboration involves hard work by all of the stakeholders. To initiate and sustain the necessary energy to actualize partnerships for educational renewal,

(150)
DESCRIPTORS- *Classroom Environment; Cooperative Learning; Curriculum Development; Educational Improvement; Educational Technology; Elementary Secondary Education; Evaluation Methods; *Student Evaluation; *Student Experience; *Teacher Researchers; *Teaching Methods
IDENTIFIERS- Brain Based Learning

This study examines what really makes a difference in improving student learning. Teachers are constantly bombarded with ideas about how to do their work more effectively and efficiently. They must be encouraged to be knowledgeable about recent research in teaching and learning and committed to making solid research findings based on classroom practice. A literature search yields three domains which directly impact learning effectiveness: (1) learning environment; (2) teaching methodologies and student experiences; and (3) assessment and evaluation. The classroom environment has both cognitive and affective elements. Parental involvement and provision of a safe, challenging environment are particularly influential factors in the learning environment. Prevalent factors in teaching methodologies and student experiences include cooperative learning, technology, brain-based instruction, and curriculum structure. The factors and practices of the assessment and evaluation domain which surface as predictors of student success and improved learning are predetermined through learning targets, authentic assessment, questioning, and various assessment strategies. (Contains 45 references.) (SM)

ED 440 079   SP 039 119

Kraus, Sharon; Butler, Kathy
Reflection Is Not Description: Cultivating Reflection with Pre-Service Teachers.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Feedback; Foundations of Education; Higher Education; Journal Writing; Preservice Teacher Education; *Reflective Teaching; Student Teachers; Student Teaching; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Reflective Thinking

This paper describes a reflective thinking model for preservice teachers developed and implemented within one state college's teacher education program. It includes three specific developmental stages. During the foundation stage, students are introduced to and involved in classroom inquiry activities which include dialogue journals, "thinking outside the box" activities, connecting content area ideas with educational pedagogy, and developing a philosophy of education. During the process development stage, students are enrolled in various courses, including classroom management and specific methods courses for individual content areas. Students are actively involved in developing lesson plans in their particular content area. After presentation to the class, feedback from other students is provided for reflective consideration. Reflective journal entries are also required, with feedback from instructors provided. The reflective practice application stage

This paper develops a moral approach to educational controversy, examining a collaborative research project that promotes reconciliation between diverse perspectives and laying out the foundations of a reconciliatory discourse. Section 1 discusses problems in education that contribute to unproductive discourse (conflict of educational purposes, poverty of public debate, lack of public access to the language of education and intellectual struggle, power of special interests, and desire for the quick fix and the dynamic of the swinging pendulum). Section 2 discusses a new vision for educational debate, explaining reconciliatory discourse and educational aims. It also discusses trust and struggle as the core of reconciliatory discourse and examines the distinctive character of reconciliatory discourse. Section 3 discusses: conditions for participation in reconciliatory discourse, noting requirements for reconciliatory discourse; participants' attitudes, beliefs, and competencies; principles of discourse (listening, expressing one's self effectively, personal interaction, and searching and learning through deliberation); and habits of mind and dispositions. Section 4 discusses the procedure for reconciliatory discourse, explaining 5 steps: (1) locating the issues; (2) working out similarities and differences; (3) ranking similarities in order of importance; (4) establishing inter-relationships; and (5) and formulating the problem. Section 5 discusses similar problems in the world of educational purpose. (Contains 11 references.) (SM)

ED 440 099 SP 039 140

Madfes, Tania J., Ed.; Shulman, Judith H., Ed.
Dilemmas in Professional Development: A Case-Based Approach to Improving Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Case Method (Teaching Technique); *Case Studies; Curriculum Development; Elementary Secondary Education; *Faculty Development; Group Discussion; Group Dynamics; Inservice Teacher Education; Teacher Improvement

This publication presents a case-based approach to improving teaching practice, offering informal conversations between isolated educators who were brought together to share their problems and air concerns via the use of cases. An introduction offers an overview of professional development cases, explaining what cases are and how to get started. This is followed by eight cases with facilitator notes: (1) "Your Project Will Get a Black Eye!" (Judi Wilson); (2) "Managing Misconceptions" (Linda Hagelin); (3) "What To Do About Rob?" (Diane Demee Benoit); (4) "Through the Eyes of a Participant" (Stephanie Weld); (5) "Girls in Science: Full Partners" (Patricia Kudritzki); (6) "Sink or Swim" (Hector Timourian); (7) "Partnering Is Such Sweet Sorrow" (Jeffrey S. Bryant); and (8) "Critical Moments" (Liesl Chatman). A final section, "Facilitating a Case Discussion" (Judith H. Shulman), discusses: the preparation and process; constructing a case-based professional development curriculum; preparing to lead discussion; dynamics of the group process; leading the discussion; the opening; core of the discussion; closing the discussion; and discussion stages and struggles. (Contains 12

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Guidance; Foreign Countries; *High School Students; High Schools; *Measures (Individuals); *Student Interests; Validity; Vocational Education; *Vocational Interests
IDENTIFIERS- Australia

The Career Interest Test (second edition) is a 63-item forced choice and individually administered assessment of 7 vocational interest categories: Outdoor, Practical, Scientific, Creative, Business, Office, and People Contact. The test is designed for use in educational and vocational contexts. The item content has been revised from the earlier 1989 edition developed by the author and others, and the Career Interest Test is now made freely available to registered psychologists. Descriptive data on some 900 Australian high school pupils and occupational data are provided, together with information relating to the concurrent validity of the 7 categories. The Career Interest Test is attached. (Contains 12 tables, 6 figures, and 16 references.) (Author/SLD)

ED 440 121 TM 030 732

Thompson, Bruce
The APA Task Force on Statistical Inference (TFSI) Report as a Framework for Teaching and Evaluating Students' Understandings of Study Validity.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comprehension; Computer Assisted Instruction; Evaluation Methods; Higher Education; Models; Research Reports; Research Utilization; *Statistical Inference; Statistics; *Student Evaluation; *Validity; *World Wide Web
IDENTIFIERS- *American Psychological Association

Web-based statistical instruction, like all statistical instruction, ought to focus on teaching the essence of the research endeavor: the exercise of reflective judgment. Using the framework of the recent report of the American Psychological Association (APA) Task Force on Statistical Inference (Wilkinson and the APA Task Force on Statistical Inference, 1999), this paper explores background for and potential instructional design of Web-based instruction involving: (1) effect-size reporting and interpretation and (2) score reliability evaluation. (Contains 57 references.) (Author/SLD)

ED 440 122 TM 030 733

Donovan, M. Suzanne, Ed.; Bransford, John D., Ed.; Pellegrino, James W., Ed.
How People Learn: Bridging Research and Practice.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 88p.; Insights from a conference and workshop held to discuss "How People Learn" (National Research Council, 1999).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Education; Learning; Psychology; Questionnaires; *Statistics;
*Student Attitudes

This paper describes a questionnaire for exploring university students' approaches to learning statistics and investigates the approaches of more than 200 psychology students studying statistics. The Approaches to Learning Questionnaire (ALSQ) consists of two scales indicating deep and surface approaches to learning respectively. Three underlying factors of the Deep Scale were found by factor analysis. The first related to interest in learning statistics, the second denotes how personally meaningful the students found the topic, and the third factor relates primarily to relational understanding. The Surface Scale items indicate assessment as the primary focus. The results show that most of the surveyed students tended to adopt surface approaches to learning statistics. The paper outlines the relationships between students' approaches to learning statistics and other variables such as their willingness or reluctance to study statistics and performance in assessments. Four clusters of students were identified. The cluster profiles indicate markedly different orientations to and outcomes of learning statistics. The study raises issues concerning the teaching and learning of statistics as a service course. Three appendixes contain the instrument and two factor matrices. (Contains 2 figures and 22 references.) (Author/SLD)

ED 440 143 TM 030 755

Results of College Admissions Testing in Texas for 1994-95 Graduating Seniors.
PUB DATE- 97
NOTE- 87p.; For the 1993-1994 report, see TM 030 749.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; Educational Trends; *High School Graduates; High Schools; Higher Education; *National Norms; State Programs; *Test Results; Testing Programs
IDENTIFIERS- ACT Assessment; *Scholastic Assessment Tests; *Texas

This annual report presents results from the College Board's new SAT I: Reasoning Test (Formerly the Scholastic Aptitude Test, or SAT) and the American College Testing Program's Enhanced ACT Assessment for 1994-1995 graduating seniors. The last decade showed some recovery over the previous decade's decline in both Texas and national SAT/SAT I scores, with relatively more improvement in Texas in the last 9 years. The average 1995 Texas SAT I total of 893 on the original score scale was 17 points below the national average of 910. On the recentered scale, the Texas average was 996, compared to 1010 nationally. ACT Texas versus national score trends mirrored the SAT/SAT I score trends over the same period. The 1995 Texas average ACT Composite score was 20.1 compared to a national average of 20.8. Although Texas SAT I-tested students had less academic preparation than students nationally, the percentages completing 20 or more credits improved from 21% in 1991 to 26% (versus 41% nationally) in 1995. Even with the growth in the numbers of minority students tested in Texas in recent years, their scores have shown some improvement. As in previous years, Texas SAT I and ACT Composite scores tended to go up as the values of certain demographic variables rose, such as district wealth or family income. Scores also tended to rise as the values of selected educational variables, such as district average percentage of students passing the Texas Assessment of community support services for youth released to aftercare; (5) OCFS should expand the number of family advocates to work with families before and after their children return from juvenile facilities; (6) youth released from contract residential facilities should be provided aftercare services like youth released from state-run facilities; and (7) contract residential providers should be required to have a school placement arranged for every youth at least one month prior to the youth's release. Appendixes contain the OCFS conditions of release and standards of supervision, a list of members of the task force on aftercare services, and the questionnaires used to interview contract agency and OCFS counselors. (SLD)

ED 440 163 UD 033 450

Can They Make It on Their Own? Aging out of Foster Care--A Report on New York City's Independent Living Program.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Welfare; *Employment; Foster Care; *Foster Children; Housing; *Independent Living; Questionnaires; Self Management; *Young Adults
IDENTIFIERS- *New York (New York); *Self Sufficiency

Every year the New York City foster care system discharges approximately 650 young people between the ages of 18 and 21 to live on their own. This study was conducted to determine how the voluntary foster care agencies in New York City have interpreted state and city independent living regulations and implemented programming and services that lead to self-sufficiency for these young people. Also considered was whether the state and city regulations are adequate to support these young adults. Members of a task force interviewed independent living coordinators at 10 of the 62 voluntary foster care agencies in New York City. Task force members also reviewed the records of youth who had left foster care and conducted a focus group of 15 young people receiving independent living services at 1 foster care agency. Based on study findings, the task force recommends: (1) evaluation of the city's independent living program; (2) permanent housing, employment, health insurance coverage, and graduation from high school for youth who sign themselves out; (3) expansion of the core curriculum of the independent living program to include practical opportunities to find a job and other living skills; (4) funding to strengthen aftercare and follow-up services; (5) requirement of job experience and employment for all youth at the point of discharge; and (6) a permanent home for all youth at the time of discharge. Two appendixes list members of the task force and contain the study questionnaire. (SLD)

ED 440 164 UD 033 451

Nieto, Sonia
The Light in Their Eyes: Creating Multicultural Learning Communities. Multicultural Education Series.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-

Welfare, Part Four. Family to Family: Tools for Rebuilding Foster Care.
PUB DATE- 97
NOTE- 35p.; For part 1-3, see UD 033 476-478.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Community Programs; *Foster Care; Foster Children; State Programs
IDENTIFIERS- *Natural Helpers; *Partnerships in Human Services

The Family to Family initiative has encouraged states to reconceptualize, redesign, and reconstruct their foster care systems. By 1996, the initiative was being implemented in five states, five Georgia counties, and Los Angeles County, California. This paper describes an approach for nontraditional partnerships that work to rebuild the foster care system through interventions designed to create basic connections in neighborhoods. Working with the natural helpers who already exist within communities promotes selfsufficiency and draws on the unique strengths, values, and needs of the people involved. The role of the natural helper is particularly important where issues of child safety are concerned. The paper offers some specific suggestions for the work of natural helpers in partnership with professionals in the community. Four appendixes contain a chart conceptualizing neighborhood self-actualization, a functional resource assessment for families, checklists of activities to be provided by natural helpers and professionals, and a family progress summary sheet. (Contains 17 references.) (SLD)

ED 440 186 UD 033 480

O'Connor, Mel
Building Support for Innovation inside Child Welfare Agencies. Family to Family: Tools for Rebuilding Foster Care.
PUB DATE- 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Child Welfare; *Foster Care; *Organizational Development; Problem Solving; State Programs; *Systems Approach

The Family to Family Initiative of the Annie E. Casey Foundation has encouraged states to reconceptualize, redesign, and reconstruct their foster care systems. By 1996, the Foundation had selected and funded five states and six counties in two other states to develop family-centered, neighborhood-based family foster care systems within one or more local areas. This report describes organization development and systems thinking as tools to change foster care systems. Organization development refers to a set of methods and tools for understanding, introducing, managing, and sustaining change over time to increase organizational effectiveness. Organization development can help a new system while still retaining the best features of the old one. Systems thinking is useful in understanding and addressing organizational problems in ways that connect each person's part to the whole picture. Thinking systematically can help with problem identification and indicate where it would make the most sense to focus time large differences in the resources provided to public kinship care families. Federal and state kinship care policies are in flux. In a rapidly changing policy environment, with continuing interest in kinship care, states are likely to continue to face a complex array of options and incentives for financing public and private kinship care. (Contains 11 endnotes.) (SLD)

ED 440 206 UD 033 503

Sorensen, Elaine; Mincy, Ronald; Halpern, Ariel
Redirecting Welfare Policy toward Building Strong Families. Strengthening Families.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Family Programs; Fathers; Federal Aid; *One Parent Family; *Public Policy; Welfare Services
IDENTIFIERS- Noncustodial Parents; Temporary Assistance for Needy Families; *Welfare Reform

The number of children living with a single mother has dramatically increased over the past two decades, and almost half of all single-mother families are headed by a never-married mother. A new family type has emerged in the United States, the fragile family. Evidence shows that fathers tend to be highly involved in the lives of their young children, but gradually drift away, leaving mothers alone to provide for their children. The U.S. income security system responds by providing services to single mothers and their children, but it does little to prevent the erosion of paternal involvement with poor children. With the reauthorization of Temporary Assistance for Needy Families (TANF), Congress should consider whether any distinction between single and two-parent families is warranted within TANF. Congress should also consider encouraging states to broaden their eligibility criteria within TANF for noncash assistance and case management to include all types of poor families, including noncustodial parents. Congress should also build on the high level of parental involvement that occurs when poor children are young and establish a program that helps both poor mothers and fathers overcome barriers that they face starting together. (SLD)

ED 440 207 UD 033 504

Sorensen, Elaine
Obligating Dads: Helping Low-Income Noncustodial Fathers Do More for Their Children. Strengthening Families.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Support; Children; *Fathers; *Financial Support; Incentives; Low Income Groups; Poverty; Urban Youth; Welfare Recipients; Welfare Services
IDENTIFIERS- *Noncustodial Parents; *Welfare Reform

In 1996, only 30% of poor children who lived apart from their fathers received financial support. That year, welfare reform addressed this hard fact, stepping up efforts to collect child activities. Three ethics case studies are presented. The final article in this document, "The Service Learning Journal: Writing to Learn" (Joan Gilson and Nan Ottenritter), discusses the goals for service learning journaling, and how to evaluate these journals. Sample weekly assignments are presented, as is a sample journal entry. (EMH)

ED 439 754 JC 000 270

Institutional Self Study, Wayne County Community College District, 1999-2000. Submitted to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.
PUB DATE- 99
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); College Outcomes Assessment; *Community Colleges; Educational Assessment; *Institutional Evaluation; Outcomes of Education; School Effectiveness; *Self Evaluation (Groups); *Summative Evaluation; Tables (Data); Two Year Colleges

This report presents the self-study conducted by Wayne County Community College District in preparation for its accreditation review, and contains a preface, 12 chapters, and appendices. Chapter one presents the history of the college, accreditation history, significant developments since 1992, responses to the previous North Central Association (NCA) visit in 1992, and responses to the previous NCA focused visit in 1997. Chapter two outlines the general institutional requirements for accreditation. Chapters three through ten discuss the ways in which the college has worked to meet the criteria established by the accrediting association. They are organized into the following areas: mission, governance, human resources, financial resources, physical resources, institutional effectiveness, planning, and integrity. Chapter eleven examines federal compliance with a look at credits, program length, and tuition, institutional compliance with the higher education reauthorization, advertising and recruitment material, and institutional accreditation. Chapter twelve presents the conclusions of this report, including comments, future challenges, and a request for continuing accreditation. Appendix A contains Basic Institutional Data Forms. Appendix B presents the Governance Handbook, while Appendix C puts forth Executive Summaries of Selected Surveys, including Personal Assessment of the College Environment (PACE), Community Survey 1998, and Faculty Inventory: The Seven Principles of Good Practice. (VWC)

ED 439 755 JC 000 271

Cunningham, Stephen; Fickes, Patricia
Non-Matriculant Survey Report, 1998.
PUB DATE- 00
NOTE- 82p.; For the 1995 report, see ED 408 001.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Admission (School); College Admission; *College Applicants; *College Choice; Community Colleges; Enrollment; Enrollment Influences; Financial Aid

Brief.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; *Community Colleges; Continuing Education; Economically Disadvantaged; Enrollment; *Job Placement; Job Skills; *Job Training; Labor Force Development; Low Income Groups; Remedial Instruction; Student Needs; Two Year Colleges; Vocational Education; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Welfare to Work Programs

This brief reviews the key findings of the 1998 national survey conducted by the American Association of Community Colleges to examine the effect of welfare reform on community colleges, and compares them with a similar survey from fall 1997. It includes some background information on welfare policy, a profile of the welfare population served by community colleges, and examples of how community colleges have responded to the needs of the welfare population through welfare-to-work programs. A key finding is that 53.3% of responding community colleges have a state-funded welfare-to-work program, with an average 2.5% of their students enrolled in such programs. Since welfare reform took effect, more than 42% of community colleges have seen an increase in the number of students enrolled in welfare-to-work programs. Nearly 5% of students enrolled in credit and noncredit programs at community colleges receive welfare cash payments. Fifty-six percent of courses offered are credit courses; forty-four percent are noncredit courses. More than half of responding community colleges indicated they have a one-stop career center. Nearly 64% of welfare recipients enrolled lacked basic literary and numeric skills, and 63% lacked personal management skills. About 44% of community colleges cited job-readiness instruction as the most common type of activity for their welfare-to-work populations. Welfare-to-work programs primarily emphasize entry-level training, adult and remedial education, and basic technical training. (Contains 14 references and suggested readings.) (VWC)

ED 439 775 PS 027 155

Scoresby, Lynn
Parenting with Dr. Scoresby: The Guide for Raising Successful Happy Children. Videotapes .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Adolescents; *Child Rearing; Childhood Needs; *Children; Developmental Stages; Discipline; *Family Environment; Individual Development; *Leadership Qualities; *Parent Child Relationship; Videotape Recordings

Noting that understanding what your children think, feel, and need at each stage of their development is critical to helping them be successful, these four videotapes outline a new approach to parenting that provides the necessary tools to understand your children's perspective on the world, and establish a family structure to best promote the child's growth and development. The first videotape, "Focus on the Children," explores the characteristics of a family environment--tasks, rules, relationships--and notes that what is most emphasized in the family environment are the areas in which children will vanish or undergo such serious transformation that they cannot be retrieved later. Impermanence of first structures is as likely as preservation, whether in evolution, psychological growth, or language. Reasons noted for the belief in infant determinism are that it has the illusion of being mechanistic, thereby making it easier to state a cause-effect sequence, renders a parent's first actions useful, is in accord with egalitarianism, and is sustained by the ambiguity of the phenomena studied by developmentalists. Chapter 3 addresses the assumption that most human action is motivated by a desire for sensory pleasure. Social scientists have awarded too much power to the desire to maximize self-interest and attain sensory pleasure, and not enough to the universal need to be kind, loyal, and loving. Most humans tend to be risk averse, and suppressing behaviors that might bring on guilt and shame serves a motive for virtue that is the basis of human morality. The book concludes by asserting that many psychological processes do not generalize broadly, that most adaptive adult characteristics are not determined by experiences in the first 2 years, and that the majority of daily decisions are issued in the service of gaining or maintaining a feeling of virtue. (Each chapter contains references.) (KB)

ED 439 793 PS 028 396

Burnham, T. Lee
A Parent Toolkit for Success with Children: Are You Keeping Your
  Child from Measuring Up in School?
PUB DATE- 99
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adolescents; Child Rearing;
  *Children; Elementary Secondary Education; *Family Environment;
  Family Life; *Family School Relationship; *Parent Education;
  *Parent Student Relationship; Parenting Skills; Parents as
  Teachers; School Readiness; Self Esteem; Self Evaluation
  (Individuals); Values Education
IDENTIFIERS- Disciplinary Styles; Parenting Styles

Based on the notion that parents want their children to do well in school but may not realize how much their home life influences their children academically, this document comprises a test of the home learning environment for parents and a "toolkit" for effective parenting. The test is a series of true-false statements designed to identify family characteristics with regard to communication, productivity, nurturance and affection, stable family organization, and achievement by example. The toolkit is presented in eight sections, each including self-evaluations and skill building exercises or practical suggestions for parents. Section 1 of the toolkit discusses the challenges of parenting and the importance of a positive emotional climate, and provides suggestions for improving parenting effectiveness. Section 2 deals with communication, including basic and advanced principles, skill exercises, and individual evaluations. Section 3 addresses competition and cooperation, including basic values, sports, coaching, and how parents can enhance the development of cooperation. Section 4 discusses discipline as a structure for growth, responsibility as an element of discipline, and discipline as a learning experience. Section 5 addresses the

Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Students; Foreign Countries; Mathematical Concepts; *Mathematics Instruction; Mathematics Skills; National Curriculum; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Mediated Learning Experience; *Scaffolding; Singapore; Vygotsky (Lev S)

Noting that current views of mathematical learning and teaching focus on the child as a responsible student who attends to instruction and who constructs what is taught in a personal and meaningful way, this paper examines scaffolding and mediation strategies and describes the learning and teaching of elementary school level mathematics in Singapore. The paper first discusses mathematical knowledge and skill development in young children. The paper then describes elementary mathematics curriculum in Singapore, noting that its central focus is problem solving, and suggesting that teaching mathematics creatively is a challenge for mathematics teachers. The paper also describes the impact of educational policy changes on the school learning climate that have led to increased project work, multiple assessment modes, creative modes of learning, and focus on basic numeracy skills. Next, the paper outlines Vygotsky's views on thinking as a social process, focusing on the strategy of scaffolding and noting that Singapore teachers are highly interactive in the classroom as they try to induce mathematical abilities and skills through social experiences. The paper then describes Feuerstein's mediated learning experience approach, linking differences in learning propensities to an individual's cultural experiences. The paper maintains that many classroom learning problems are the result of insufficient or inadequate mediated learning experience. Finally, the paper describes two examples of mathematical concepts and activities that have inherent opportunities for elaboration and transfer. (Contains 11 references.) (KB)

ED 439 813 PS 028 427

Wyoming Kids Count Factbook, 1997.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 115p.; For the 1996 Factbook, see ED 413 984. Also supported by Vision Graphics and the Wyoming Community Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; Child Welfare; *Children; Compensation (Remuneration); *Counties; Day Care; Day Care Centers; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Infants; Mortality Rate; Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Studies; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; Project Head Start; *Wyoming

This Kids Count factbook details statewide trends in the well-

IDENTIFIERS- Colorado

The Individuals with Disabilities Education Act entitles each family with an eligible infant or toddler to service coordination at no cost to them. This publication sets forth guidelines and describes the vision for how service coordination will be provided to families in Colorado. The publication, in English and Spanish versions, notes that effective service coordination is provided in a manner that embraces possibilities and giftedness; values and respects each family's individuality; and is built upon strong, healthy, professional relationships between service coordinators and families. Section 1 of the publication presents Colorado's vision for service coordination, created by professional service coordinators, service providers, parents who have used service coordination, and parents who have provided service coordination for their own and other families. Sections 2 through 4 relate to the fundamental themes of Possibilities, Families, and Relationships, and contain basic guidelines and stories that illustrate the guidelines. Section 5 provides suggestions for families in selecting a service coordinator. Section 6 presents questions for service coordinators to use with families, identifying critical issues and priorities for each family. A service coordination checklist details procedures from referral through the IFSP (Individualized Family Service Plan) meeting and ongoing IFSP development and implementation. Stories about service coordination complete the publication. Included is a reminder to service coordinators to recognize their own professional and personal burnout levels and to identify their own concerns, priorities, resources, recreations, supports, and strengths. (KB)

ED 439 830   PS 028 448

Bostrom, Kathleen Long
The Value-Able Child: Teaching Values at Home and School. Grades K-3.
PUB DATE- 99
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Altruism; *Children; Class Activities; Cooperation; *Elementary School Students; Emotional Development; Friendship; Honesty; *Learning Activities; *Moral Development; Primary Education; Self Control; Sharing Behavior; Student Journals; *Values; *Values Education
IDENTIFIERS- Courage; Loyalty; Respect; Tolerance

Noting that parents and educators need to place greater emphasis on teaching children values, this book shows parents, teachers, and group leaders how to work as a team to teach the values young children need to lead happy, "value-able" lives. The book's introduction defines values and presents a rationale for teaching values to young children in school and home-school settings, at home, and in community groups. The book is comprised of 10 chapters that may be used in any order, each devoted to one value: cooperation, courage, friendship, honesty, kindness, loyalty, respect, self-control, sharing, and tolerance. Each chapter contains eight sections: (1) leaders' introduction, defining and explaining the value; (2) suggestions for reinforcing the value at home; (3) introductory script to share with children in preparation for studying the

ED 439 849 PS 028 521

Katz, Lilian G., Ed.; Rothenberg, Dianne, Ed.
Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Spring 2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 108p.; For individual papers, see PS 028 522-529. For fall 1999 edition, see ED 435 488. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Change Strategies; Church Role; Documentation; *Early Childhood Education; Educational History; Educational Philosophy; *Electronic Journals; Foreign Countries; Home Visits; *Preschool Curriculum; Public Policy; School Schedules; Student Evaluation; Student Projects; Teaching Methods
IDENTIFIERS- Dewey (John); Great Britain; *Project Approach (Katz and Chard)

Early Childhood Research and Practice (ECRP), a peer-reviewed, Internet-only journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), covers topics related to the development, care, and education of children from birth to approximately age 8. ECRP emphasizes articles reporting on practice-related research and on issues related to practice, parent participation, and policy. Also included are articles and essays that present opinions and reflections. The first part of this issue of ECRP contains the following major articles: (1) "The Missing Support Infrastructure in Early Childhood" (J. Gallagher and R. Clifford); (2) "Home-Community Visits during an Era of Reform (1870-1920)" (Navaz Peshotan Bhavnagri and Sue Krolikowski); and (3) "Comparisons in Early Years Education: History, Fact, and Fiction" (Mary Jane Drummond). The second part of the issue contains a special section on the Project Approach. Following an introduction by Lilian Katz, the articles in this section are: (1) "Dynamic Aims: The Use of Long-Term Projects in Early Childhood Classrooms in Light of Dewey's Educational Philosophy" (Michael Glassman and Kimberlee Whaley); (2) "The Project Approach: Meeting the State Standards" (Dot Schuler); (3) "Linking Standards and Engaged Learning in the Early Years" (Judy Harris Helm and Gaye Gronlund); (4) "Continuity and Purpose in the Design of Meaningful Project Work" (Amy McAninch); and (5) "Implementing the Project Approach in Part-Time Early Childhood Education Programs" (Sallee Beneke). The issue concludes with an ERIC database search on policy issues in early childhood education and a description of new ERIC/EECE publications and activities, along with general information and links related to the journal. (LPP)

ED 439 850 PS 028 522

Gallagher, James J.; Clifford, Richard M.
The Missing Support Infrastructure in Early Childhood.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 21p.; In: ECRP Volume 2 Number 1; see PS 028 521.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)

productively within a teacher-managed, peer-assisted reinforcement system, with responsibility shifting gradually from teacher to peer-partner to student. The program has been used successfully with grades 4-8. This paper briefly describes evaluation of the program with seventh-grade inner-city students, lists procedures for teaching CWPASM, reports time and materials requirements, and discusses adaptations during an ongoing field test of the program in a rural school. Findings suggest that CWPASM is an effective and feasible approach to teaching students to take responsibility for their own behavior. Preliminary data from the rural setting suggest that CWPASM may be more effective in heterogeneous ability groupings. (Contains 24 references.) (SV)

ED 439 869   RC 022 341

Schroth, Gwen; Fishbaugh, Mary Susan
Increasing Caring and Reducing Violence in Rural Schools.
PUB DATE- 00
NOTE- 8p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crime; Demography; Elementary Secondary Education; *Rural Areas; *Rural Schools; School Community Relationship; School Demography; Social Change; *Violence; Youth Problems

This paper briefly reviews the literature on violence in rural schools and communities, as well as the causes of rural crime and violence. General demographic and economic characteristics of rural communities are listed, followed by facts on rural school enrollments, achievement, and funding. Recent changes in rural communities that might contribute to crime and violence include the diminishing influence of church, school, and family and the economic restructuring that is undermining sense of community and lessening local control. Rural America can no longer be characterized as a safe haven from crime and violence, but information on rural violence and rural school violence is limited. Data on rural crime rates are listed, followed by findings from three studies of rural school violence. These findings indicate that rural school violence is increasing; over half of the boys and one-fifth of the girls in a Texas study had been in a fight involving weapons; and most violence occurred in unsupervised areas such as hallways, restrooms, cafeteria, and locker rooms. Small schools may have advantages that improve school safety. Nine possible causes of rural violence are briefly discussed: culture of violence, poverty, urbanization, rapid economic and population change, organized crime, urban export of criminals, substance abuse, guns, and youth poverty. (Contains 21 references.) (SV)

ED 439 870   RC 022 342

Jager, Brenda K.; Moser, Valarie
Collaboration and Role Release: Can Diverse Special Education Teachers & Regular Education Teachers Work Together To Serve Students with Visual Impairment or with Learning Disabilities?
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families.

those with special learning needs, techniques for coping with the unavoidable changes that occur when a substitute is present. It is also important to prepare substitutes to meet the needs of these students. The perception by students, parents, administrators, and colleagues that substitutes are less than full professionals hinders their effectiveness. Substitute teachers take up 5-10 percent of a student's time in school; therefore, actions should be taken to make substitutes more effective. Areas of concern include substitutes' behavior management skills, substitutes' instructional skills and content knowledge, district policy on substitute assignment, emergency procedures, a substitute handbook, and training incentives. Recommendations for structuring good substitute programs include: (1) improving collaboration between the substitute teacher and the school district; (2) evaluating and providing feedback to substitutes; (3) improving recruitment procedures; (4) developing and providing a substitute teacher's handbook on school rules and policies; (5) clarifying the substitute's role and making expectations clear; (6) providing specific inservice training on classroom management; (7) improving the lesson plans that substitutes receive; and (8) appointing a district substitute coordinator. (Contains 10 references.) (TD)

ED 439 887 RC 022 359

Grisham-Brown, Jennifer; Collins, Belva C.; Baird, Constance M.
Training Rural Educators in Kentucky: Impact with Follow-Up Data.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; *Distance Education; Educational Practices; Elementary Secondary Education; Followup Studies; Graduate Study; Higher Education; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; *Rural Education; *Special Education; *Teacher Education
IDENTIFIERS- Kentucky; *University of Kentucky

The University of Kentucky has been providing graduate-level distance learning programs in moderate and severe disabilities and early childhood special education since 1989 through the Training Rural Educators in Kentucky (TREK) Projects. To document the effectiveness of the program, a follow-up survey was conducted in 1998 with an emphasis on the program's impact on students with disabilities, other teachers, and school districts. Surveys were returned from 29 former and current TREK participants. Results indicate that a significant number of participants had achieved an advanced degree or additional certification in some area of special education. A majority of respondents who indicated a job change felt that the change was due to their completion of the TREK course. On a scale of 1 (not useful) to 5 (very useful), the range of scores across all courses was 4.4. Components of the three delivery formats--on-site, satellite, and compressed video--were rated, with the satellite and combination approach tying for preferred format, followed by compressed video and on-site. A greater percentage of participants were implementing best practices for children with disabilities after taking TREK courses, and a majority of

ED 439 905 SE 063 225

Losing Ground? Part 1: The Dimensions of Urban Sprawl. Know Your Environment.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Environmental Education; *Urban Environment; *Urban Planning; *Urban Problems

This bulletin provides information on the issues surrounding urban sprawl. It is designed to offer information on the dimensions of sprawl and related policy debates. Some of the major debates include whether or not sprawl is a problem that even needs to be addressed. A summary of the major points of debated topics is included. (Contains 20 references.) (CCM)

ED 439 906 SE 063 228

Jervis, Charles K.
Approaches to Technology in Biology and Chemistry Classes: An Alternative Perspective.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the Institute for Connecting Science Research to the Classroom, "TILT 2000: Observation through Participation" (Roanoke, VA, February 28-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Chemistry; Educational Philosophy; High Schools; Inquiry; *Multimedia Instruction; *Science and Society; *Science Experiments; Science Process Skills; Teaching Methods; *Technology Education

This paper argues for extending the definition of "technology" in education to include much more than just computers, and for recognizing the dangers of using technology for its entertainment purposes. Two conceptions of the proper use of technology in science classrooms are offered: (1) technology as tool; and (2) technology as topic. Specific examples of the use of technology as a tool and as a topic in high school biology and chemistry classrooms are presented. (Contains 51 references.) (WRM)

ED 439 907 SE 063 242

Cheng, May Hung; Cheung, Wing Ming
Setting Standards for Students' Work in Biology.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Science Education (Reading, England, January 4-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Biology; Elementary Secondary

U.S. Department of Commerce. Sections include: (1) "Technical Notes"; (2) "Detailed Statistical Tables"; (3) "Classification of Programs"; and (4) "Getting Information on the World Wide Web." (CCM)

ED 439 934 SE 063 364

Murphy, Pat; Klages, Ellen; Tesler, Pearl; Shore, Linda
The Brain Explorer: Puzzles, Riddles, Illusions, and Other Mental Adventures. An Exploratorium Science-at-Home Book.
PUB DATE- 99
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Brain; *Educational Games; Elementary Education; Museums; *Puzzles; Science Activities; Science Instruction

This book contains puzzles, riddles, illusions, experiments, and games for children ages 9-12. The experiments and activities teach students about the inner workings of their brain. Contents include: (1) "Caverns of Memory"; (2) "Forests of Hidden Treasure"; and (3) "The Puzzle House." (CCM)

ED 439 935 SE 063 366

Livo, Norma J.
Celebrating the Earth: Stories, Experiences, and Activities.
PUB DATE- 00
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Astronomy; Botany; Elementary Secondary Education; Folk Culture; *Hands on Science; Multiple Intelligences; *Science Activities; *Wildlife

Young learners are invited to learn about the natural world through engaging activities that encourage the observation, exploration, and appreciation of nature. Weaving together a stimulating tapestry of folktales, personal narratives, and hands-on activities, this book teaches children about the earth and all of its creatures--birds, plants, reptiles, mammals, even constellations and natural phenomena such as rainbows. This book is filled with fascinating information and projects to help build multiple intelligences in students. Contents include: (1) "Amphibians and Reptiles"; (2) "Flying Creatures"; (3) "Four-Footed Animals"; (4) "Constellations"; (5) "Plants"; (6) "Creatures from the Water"; (7) "Natural Phenomena"; (8) "American Folklore"; and (9) "Activities To Increase Naturalistic Intelligence." (CCM)

ED 439 936 SE 063 367

Guidelines for the Initial Preparation of Environmental Educators. National Project for Excellence in Environmental Education.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.; Northern Illinois Univ., De Kalb.; National Environmental Education and Training Foundation, Washington, DC.
PUB DATE- 00
NOTE- 48p.; For another document from the National project for

strategies did not show significantly different attitude, awareness, or achievement. These results are discussed in terms of school district characteristics, research design factors, and challenges of systemic reform goals. (Contains 19 references.) (Author/CCM)

ED 439 955 SE 063 454

Dori, Yehudit Judy; Hofstein, Avi
The Development, Implementation and Initial Research Findings of 'Science and Technology for All' in Israel.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Chemistry; *Curriculum Development; *Educational Change; Foreign Countries; *Nonmajors; Physics; Science Education; Secondary Education; Technology Education
IDENTIFIERS- *Israel

Reform in science and technology education started in Israel in 1992 with the release of the "Tomorrow '98 Report." The report featured 43 recommendations for new programs, special projects, changes, and improvements that are both educational and structural in the areas of curriculum development and implementation, pedagogy of science, and professional development of science teachers. This paper focuses on the recommendations that concern the teaching and learning of 'Science and Technology for ALL' (MUTAV), a program for high school students who opt not to specialize in any of the science disciplines (biology, chemistry, or physics). (Contains 29 references.) (CCM)

ED 439 956 SE 063 455

Wingfield, Mary E.; Freeman, Lynn; Ramsey, John
Science Teaching Self-Efficacy of First Year Elementary Teachers Trained in a Site Based Program.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Education; *Elementary School Science; *Elementary School Teachers; Higher Education; Learning Theories; Preservice Teachers; *Science Teachers; *Self Efficacy; Teacher Education

The purpose of this study was to determine if the teachers trained in the site based preparation program that had obtained significant gains in self-efficacy were still expressing self-efficacy in science teaching after being in their own classrooms for one year. The 31 returned STEBI (science teaching efficacy belief instrument) surveys were analyzed for any significant changes in mean on the complete instrument and on each of the two constructs of PSTE (personal science teaching efficacy) and STOE (science teaching outcome expectancy). The mean for the entire instrument as well as for

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indians; Building Design; *Built Environment; Canada Natives; *Construction Materials; Elementary Education; Foreign Countries; Housing; Instructional Materials; *Social Studies; Structural Elements (Construction)
IDENTIFIERS- *North America

This teacher's resource kit is designed to complement the six books in the "Native Dwellings" series and to provide suggestions for a comprehensive curriculum unit. The books describe the shelters created by a pre-20th century groups of Native American peoples. The relationship of weather, geography, and culture is examined and identified as a factor in decisions concerning materials, style, design, and decoration of the structures. Books in the series include: (1) "Houses of Skin and Bones" (Far North); (2) "Houses of Bark" (Woodland Indians); (3) "Houses of Hide and Earth" (Plains Indians); (4) "Houses of Wood" (Northwest Coast); (5) "Mounds of Earth and Shell" (Southeast); and (6) "Houses of Adobe" (Southwest). Many of the activities given in this guide can be used with all the books; others are specific to one title. The activities, appropriate for use with students from age 8-12, are organized by book topic and by strand. A glossary, reproducible student sheets, and a reference list, resource materials and useful addresses are provided. (Contains 22 references.) (MM)

ED 430 977 SO 028 698

Saucy, Claire, Comp.; Hebert, Lorraine, Comp.
Bibliographie annotee de ressources complementaires. Etudes sociales: Secondaire, 7e a 12e (Annotated Bibliography of Further Resources. Social Studies: Secondary School, Grades 7-12).
PUB DATE- 97
NOTE- 172p.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; Citizenship Education; *Comparative Education; Economics; Foreign Countries; Geography; Global Education; *Multicultural Education; Political Science; Secondary Education; *Social Sciences; *Social Studies
IDENTIFIERS- Brazil; Canada; Japan

This annotated bibliography offers resources for teaching the social studies for grades 7 through 12. Subject areas include: (1) grade 7 - culture of Canada and Japan, as well as multicultural and bilingual Canada; (2) grade 8 - the geography of Canada, the United States, and the case of Brazil in South America; (3) grade 9 - economic perspectives of the United States, the Soviet Union, and Canada; (4) grade 10 - modern Canada and citizenship; (5) grade 11 - the global perspective, interdependence, and interactions with Europe; and (6) grade 12 - contemporary political and economic systems. Each entry provides bibliographic information, type of media format, reading level, grade level, and an evaluation. (EH)

ED 430 978 SO 028 731

Salter, Christopher L.; Hobbs, Gail L.; Salter, Cathy

NOTE- 31p.; Prepared and revised by the staff of Wilson's Creek National Battlefield. For related documents on Wilson's Creek National Battlefield, see SO 031 283-285. Accompanying map not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Civil War (United States); Curriculum Enrichment; Field Trips; *Heritage Education; High Schools; Historic Sites; *History Instruction; *Primary Sources; Social Studies; *State History; United States History
IDENTIFIERS- *Wilsons Creek National Battlefield MO

This educational packet contains information about Wilson's Creek National Battlefield (Republic, Missouri), the site of a bitter 1861 struggle between Union and Confederate forces for control of Missouri. The packet contains the following materials: (1) Educational Group Reservation Form; (2) Wilson's Creek National Battlefield Movement Maps (six maps detailed chronologically to show troop locations and movements during the battle); (3) "The Struggle for Missouri: Lyon's Campaign and the Battle of Wilson's Creek" (an account by Leo Huff of the events and personalities that led to the battle provides necessary background for the academic activities included in the packet); (4) Outline of the Traveling Trunk Program (for classes that cannot visit the park or for those who want reinforcement, each trunk contains a collection of items suitable for demonstrations or hands-on activities); (5) Pre-Visit Activities (activities 1-4 are organized in order of increasing complexity for grades 9-12); (6) Outline of Battlefield Visit; (7) Visit Activity; (8) Post-Visit Activities (activities 5 and 6); (9) Suggested Readings (12 items); and (10) Comments and Suggestions. (BT)

ED 440 000 SO 031 283

Elkins, Kenneth; Patrick, Jeff
Educator's Guide to the Battle of Wilson's Creek (August 10, 1861). Revised Third Edition.
SPONS. AGENCY- National Park Foundation, Washington, DC.
PUB DATE- 99
NOTE- 17p.; Prepared and revised by the staff of Wilson's Creek National Battlefield. For related documents on Wilson's Creek National Battlefield, see SO 031 282-285. Accompanying map not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); Curriculum Enrichment; Field Trips; *Heritage Education; High Schools; Historic Sites; History Instruction; *Primary Sources; Social Studies; *State History; United States History
IDENTIFIERS- *Wilsons Creek National Battlefield MO

This educators' guide deals with preparation for and a visit to the historic location of Wilson's Creek National Battlefield (Republic, Missouri), the site of the struggle on August 10, 1861, between Union and Confederate forces for control of Missouri. The guide contains the following materials: Educational Group Reservation Form; Educational Materials Request Form; "The Battle: A Brief Account of the Battle of Wilson's Creek, Its Significance, and the Civil War in Missouri"; Selected Bibliographies (Battle of Wilson's Creek--

Lindquist, Tarry; Selwyn, Douglas
Social Studies at the Center: Integrating Kids, Content, and Literacy.
PUB DATE- 00
NOTE- 256p.; Foreword by Walter Parker.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Elementary Education; *Integrated Curriculum; Learning Activities; *Social Studies; *Student Participation; Units of Study

This book presents a view of teaching and learning that emphasizes meaning and understanding over coverage and facts. Support is given for an integrated approach to teaching social studies and placing social studies at the center of the entire school curriculum is advocated. Chapter titles are: (1) "Integrated Curriculum" (introduces the reader to the reasons why the authors have come to this organizational approach and the benefits they have found from integrated teaching and learning); (2) "Tarry's Unit: Windows on the World" (provides a model for teaching students how to research successfully and happily, without plagiarizing); (3) "Doug's Unit: Immigration" (models how learning can be student centered as well as social studies centered); (4) Questions and Responses" (provides answers for both common and uncommon questions by teachers about the teaching and learning of social studies); and (5) "Our Favorite Strategies, Resources, and Websites" (offers 68 practical, integrative strategies for teachers who are interested in organizing their curriculum around a social studies center combined with the resources and Web sites that help teachers strengthen their social studies classrooms). The volume concludes with seven appendices: (1) "The Essential Social Studies Skills"; (2) "The Essential Social Studies Skills Checklist"; (3) "Windows on the World Checklist"; (4) "Immigrant Biography"; (5) "The Model House Project"; (6) "Housing Project"; and (7) "Reflection on Model Project." (BT)

ED 440 021 SO 031 629

A Parent's Guide to Religion in the Public Schools.
PUB DATE- 99
NOTE- 17p.; For a teacher's guide, see SO 031 630.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Public Schools; *Religion; *School Culture; *School Prayer; *State Church Separation; Student Rights
IDENTIFIERS- *First Amendment; United States Constitution

A number of recent studies represent a growing consensus among many religious and educational groups about the constitutional and educational role of religion in the public schools. This pamphlet is designed to build on these agreements and to encourage communities to find common ground when they are divided. The pamphlet presents 15 questions and answers that are intended to help parents understand the religious liberty rights of students and the appropriate role for religion in the parent/guardian instructional survey cover letter; an NCSU (North Carolina State University) Instructional Review Board Approval Letter; Year-Round school summary reports; and an action team preliminary checklist. (LB)

ED 440 041 SO 031 712

Schug, Mark C.; Western, Richard D.
The Great Economic Mysteries Book: A Guide to Teaching Economic Reasoning, Grades 4-8.
PUB DATE- 00
NOTE- 64p.; For the teacher's guide for grades 9-12, see SO 031 713.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; Educational Games; Middle Schools; *Social Studies; *Thinking Skills
IDENTIFIERS- *Economic Concepts; *National Council on Economic Education

This teacher's guide is part of a 2-volume set presenting economic reasoning as it might be taught and practiced in upper-elementary and middle school classrooms. The book explains and illustrates a particular approach to reasoning and shows students how to use this approach to think about problems and to imagine solutions for them. Seventeen mysteries (problems) are presented to help students practice reasoning skills. The book provides teachers with an overview of economic thinking; a model lesson plan for grades 4-8; a guide to the solution to each mystery; and 17, often humorous, mysteries. The mysteries, lessons, and activities in the book are correlated to the "Voluntary National Content Standards in Economics" developed and published by the National Council on Economic Education. Chapter titles include: (1) "Economic Reasoning for Kids: An Overview"; (2) "Using the Mysteries: A Teacher's Guide"; (3) "Mysteries for Grades Four to Eight"; and (4) "Writing Your Own Mysteries." (BT)

ED 440 042 SO 031 713

Schug, Mark C.; Western, Richard D.
The Great Economic Mysteries Book: Guide to Teaching Economic Reasoning, Grades 9-12.
PUB DATE- 00
NOTE- 110p.; For the teacher's guide for grades 4-8, see SO 031 712.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Economics Education; Educational Games; High Schools; Social Studies; *Thinking Skills
IDENTIFIERS- *Economic Concepts; *National Council on Economic Education

This teacher's guide is part of a 2-volume set presenting economic reasoning as it might be taught and practiced in secondary school classrooms. The book explains and illustrates a particular approach to reasoning and shows students how to use this approach to think about problems and to imagine solutions. Thirty-five mysteries (problems) are presented to help students practice reasoning skills. The book provides teachers with an overview of economic thinking; a model lesson plan for grades 9-12; a guide that gives the solution to each stakeholders from all sectors of the learning community must be involved and committed to the goals of simultaneous renewal. Relationships must be built and nurtured. (Contains 32 references.) (SM)

ED 440 061 SP 039 101

Barce, Jennifer; Habrowski, Edward P.; Kenne, Judy; Skrobul, Gwyn
The One, Two Punch! General Education and Teacher Education Curricula at a Small, Independent, Liberal Arts College for All Students Including Pre-Service Teachers.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Integrated Curriculum; *Interdisciplinary Approach; Knowledge Base for Teaching; Preservice Teacher Education; Preservice Teachers; *Teacher Collaboration; Teacher Educators; Teacher Improvement; Teaching Skills
IDENTIFIERS- Saint Josephs College IN; Subject Content Knowledge

This paper explains the nature of the teacher education program at Saint Joseph's College, Rensselaer, Indiana, focusing on four distinct yet integrated components of the teacher education program. The components--education faculty; faculty from the arts, sciences, and humanities; and preK-12 classroom teachers--work collaboratively in the interdisciplinary preparation of future teachers. The paper also clarifies concepts that frame the teacher education program at Saint Joseph's College. College faculty believe that by teaching about the theory of interdisciplinary instruction, and through modeling it in practice, preservice teachers will come to understand the theory, incorporate it into their knowledge bases, and continue to develop their skills and values toward the use of this theory and practice when they are teachers. The core curriculum is an integrated, interdisciplinary, required program which extends throughout all eight semesters of undergraduate school. The college strives to prepare teachers for work with diverse students when they go out into the classroom. The program has realigned and connected the core curriculum, academic major, professional education courses, and professional laboratory experiences to enhance optimum student cognitive and moral growth. (Contains 27 references.) (SM)

ED 440 062 SP 039 102

Shaker, Paul
CalStateTEACH: The Origins and Emergence of a State University Distributed Learning Teacher Education Program.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Curriculum

(pre-student teaching/student teaching stage) requires analysis and application of various curriculum plans and designs and implementation of various instructional models. Reflective activities that were introduced in the two earlier stages are implemented in actual classroom settings. Reflective interviews, reflective journals, self-assessment, assessment of student learning, and development of next steps based on reflective assessment are implemented in this phase. The paper describes relevant courses for each stage. (SM)

ED 440 080   SP 039 120

Crider, Duane A.; Klinger, William
"Stretch Your Body and Your Mind" (Tai Chi as an Adaptive Activity).
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adapted Physical Education; Elementary Secondary Education; Human Body; Mental Health; Physical Activities; Physical Fitness
IDENTIFIERS- *Tai Chi

Tai Chi may be an ideal activity for accommodating a wide variety of individuals with varying interests and physical skills while providing substantial health benefits. Theory suggests that children, adolescents, and healthy adults, as well as senior citizens and people debilitated by illness or injury, may benefit from the practice of Tai Chi movements. It has been practiced in China for centuries as a form of art, religious ritual relaxation, exercise, and self-defense. It is one of the few activities that improves with age and practice. Tai Chi may be performed passively (therapeutic) or dynamically (personal defense). There are generations of people who have performed Tai Chi daily and believe in the physical and mental benefits derived from the practice. Though it is not a high intensity exercise, it helps maintain and improve life energy and increase circulation, concentration, focus, and sense of well-being. When risk of injury and flexibility of performance are considered, Tai Chi is a viable alternative to aerobic exercises. The paper suggests its use in school physical education classes. Tai Chi's motions have a calming effect that can influence participants' attitudes. Research suggests that Tai Chi may yield many health benefits. Most noteworthy are findings indicating that participation results in more positive attitudes about exercise and improved mood. It appears that Tai Chi is a safe, beneficial exercise choice for people of all ages, with potential benefits far outweighing risks. (Contains 24 references.) (SM)

ED 440 081   SP 039 123

Jenkins, Andrew P.
When Self-Pleasuring Becomes Self-Destruction: Autoerotic Asphyxiation.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Orlando, FL, March 21-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

references.) (SM)

ED 440 100 SP 039 150

Zelazek, John R.; Williams, Wayne W.; McAdams, Charles; Palmer, Kyle
Teacher Education Follow-Up Study, 2000: A Summary of First and Second Year Teachers, Graduate Students, and Their Employers with Respect to State and National Standards.
PUB DATE- 00
NOTE- 140p.; For the 1998 study, see ED 418 063.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Alternative Teacher Certification; Beginning Teachers; Elementary Secondary Education; Graduate Students; Higher Education; National Standards; Preservice Teacher Education; Principals; State Standards; *Teacher Attitudes; *Teacher Competencies; *Teaching Skills
IDENTIFIERS- Central Missouri State University

This report represents the 12th follow-up study by the Teacher Education Assessment Committee at Central Missouri State University (CMSU), Warrensburg. This year's surveys were distributed to preservice, first-year, and second-year teachers in Missouri, graduate students, alternative certification teachers, and employers (principals) of the school's graduates. Results indicated that 65 percent of CMSU's previous year's graduating class secured full-time teaching positions within Missouri as compared to 78 percent for the prior year. Teacher education graduates (first-year and second-year teachers only) were employed in 171 of Missouri's 525 districts. Students in Foundations of Education classes were predominantly female, white, and full-time. The average salary for graduates was $24,415. Most new teachers planned on teaching 5 or more years from the time they began teaching. First- and second-year teachers perceived their level of competence as strong. Most principals hiring CMSU graduates believed the teachers they hired were well-prepared and competent. Surveys of CMSU graduate students and their employers provide data on students' perceptions of their competence and their employers' perceptions of their competence. Data are presented for the attitudes of first- and second-year teachers and their principals, graduate students and their employers, and alternative certification teachers and their principals. (SM)

ED 440 101 SP 039 151

Draper, Sharon M.
Teaching from the Heart: Reflections, Encouragement, and Inspiration.
PUB DATE- 00
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; Educational Technology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Needs; Student Teachers; *Teacher Attitudes; Teacher Burnout; Teacher Role; *Teacher Student Relationship; *Teaching (Occupation)
IDENTIFIERS- Professionalism

(141)
DESCRIPTORS- Agenda Setting; Educational Practices; *Educational Research; Instructional Materials; *Learning; Public Policy; *Research Needs; Teacher Education; *Theory Practice Relationship
IDENTIFIERS- *National Research Council

This report asks how the insights from the research reviewed in the National Research Council's "How People Learn" (1999) can be incorporated into classroom practice. The report also suggests a research and development agenda that would inform and stimulate the required change. Following an introductory chapter that frames the agenda of the report, chapter 2 summarizes some of the key findings from "How People Learn" and outlines implications of those findings for teaching and for designing classroom environments. "How People Learn" is a large report; this document focuses on the findings and messages that are most relevant to classroom practice. Chapter 3 summarizes responses from educators and policymakers that were offered at a conference and workshop that discussed "How People Learn." More specific suggestions made by conference and workshop participants are incorporated into chapter 4, in which the workshop committee presents its recommendations for a research and development agenda. The agenda is organized around: (1) educational materials; (2) preservice and inservice education; (3) public policy; and (4) public opinion and the media. Appendixes list meeting participants with their biographical sketches. (Contains 58 references.) (SLD)

ED 440 123   TM 030 735

School District Report Card on Student Testing for the 1998-99 School Year.
PUB DATE- 99
NOTE- 1129p.
LANGUAGE- English
EDRS Price- MF08/PC46 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Benchmarking; Elementary Secondary Education; Report Cards; *School Districts; Scores; State Programs; *Test Results; Testing Programs
IDENTIFIERS- ACT Assessment; Iowa Tests of Basic Skills; National Assessment of Educational Progress; *Oklahoma

This report contains state and school district student testing results for the Oklahoma Testing Program for the 1998-99 school year. Several benchmarks are reported, including the Iowa Tests of Basic Skills (ITBS), Oklahoma Core Curriculum Tests (OCCT), and American College Test Assessment (ACT) results. The National Assessment of Educational Progress results released in 1999 are included on the state summary page. The results are presented in a report card format, using graphs to provide a clear and understandable picture of each district's performance. The ITBS was given to all public school students in Oklahoma in grades 3 and 7. The OCCT are designed to measure student skill performance on the academic skills of the state's core curriculum. The OCCT were given to students in grades 5, 8, and 11 in numerous subject areas. These benchmarks provide information on how well students are meeting the academic standards established by the Oklahoma State Board of Education. The school district report cards, which contain performance graphs, are listed alphabetically, with each of the 547 school districts alphabetized within the 77 counties. (SLD)

Academic Skills, rose. These findings suggest that the best way to improve students' SAT I and ACT scores is to focus on improving the academic preparation of all students while encouraging testing preparation. Appendixes contain detailed score tables for Texas and the United States and for Texas school districts and campuses. (Contains 13 tables, 2 figures, and 36 references.) (SLD)

ED 440 144 TM 030 756

Grade 3 Classrooms and Student Performance in Texas Public Schools. Statewide Texas Educational Progress Study, Report No. 6A.
PUB DATE- 99
NOTE- 44p.; For the Longitudinal Study of Primary School Classrooms and Grade 3 Performance in Texas Public Schools, see TM 030 757. This study was supported by the Elementary and Secondary Education Act, Title VI.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Grade 3; Primary Education; *Public Schools; Standardized Tests; Student Characteristics; Surveys; Teacher Characteristics; *Teachers; Teaching Methods; *Test Results
IDENTIFIERS- *Texas

This research was undertaken to understand grade 3 students and teachers in Texas more fully and to explore the relationships between student characteristics, teaching practices, and materials in grade 3 classrooms and student performance in grade 3. Survey data was received from teachers for 7,216 students from 93 campuses and 72 districts around the state. This report looks at characteristics of Texas third graders, such as gender, ethnicity, English proficiency, economic status, and performance on the Texas Assessment of Academic Skills (TAAS). Third-grade teachers are also profiled. The report also presents teacher assessments of academic readiness, classroom behaviors, academic growth, and performance. Program services, instructional methods, and classroom practices are detailed, as well as teaching materials and computer use. Findings indicate that the majority of third graders began the year ready for the academic demands of third grade. Most teachers use a diverse set of teaching practices. Teachers reported that the majority of students mastered most or all of the Essential Elements in seven subject areas, and the majority of students with high perceived mastery passed the TAAS reading and mathematics tests. Three appendixes contain a table of teacher characteristics and assessments of students and the questionnaires about teacher and student characteristics. (Contains 8 tables and 19 references.) (Author/SLD)

ED 440 145 TM 030 757

A Longitudinal Study of Primary School Classrooms and Grade 3 Performance in Texas Public Schools. Statewide Texas Educational Progress Study, Report No. 6B.
PUB DATE- 99
NOTE- 35p.; For a report on Grade 3 Classrooms and Student Performance in Texas Public Schools, see TM 030 756. This study was supported by the Elementary and Secondary Education Act, Title VI.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Black Students; *Cultural Awareness; Disadvantaged Youth; *Diversity (Student); Equal Education; Ethnic Groups; Hispanic American Students; Learning; Low Income Groups; *Multicultural Education; *Racial Differences; *Teaching Methods
IDENTIFIERS- African Americans; Latinos

This book focuses on ways teachers can modify their teaching in order to increase the academic achievement of students from the racial and ethnic groups that are experiencing massive failure in U.S. schools, and consequently in society. Modifying instruction to improve the academic achievement of African American and Latino students will benefit all students because underachievement exists within all segments of the school population. The chapters are: (1) "Learning, the Social Context, and Multicultural Education"; (2) "Learning and Inequality"; (3) "Culture and Learning"; (4) "Who Does the Accommodating? Institutional Transformation To Promote Learning"; (5) "Critical Pedagogy, Empowerment, and Learning"; (6) "The Personal and Collective Transformation of Teachers"; and (7) "Creating Learning Communities: Implications for Multicultural Education." (Contains multiple references.) (SLD)

ED 440 165   UD 033 454

Report on Grade-Level Retention of Texas Students, 1997-98.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Elementary School Students; Elementary Secondary Education; *Grade Repetition; Racial Differences; *Secondary School Students; Socioeconomic Status; Tables (Data)
IDENTIFIERS- *Texas

This report provides annual information for the 1997-1998 school year on grade-level retention in the Texas public school system, based on the Public Education Information Management System. In 1997-1998, a total of 150,953 students in kindergarten through grade 12 were retained in grade, an overall retention rate of 4.3%. Data on retention are provided by grade, ethnicity, gender, participation in special education, degree of English proficiency, and socioeconomic status. For purposes of comparison, data on retention for 1994-1995 through 1996-1997 are included. Four appendixes contain tables of grade-level retention by grade and ethnicity, school district characteristic, and campus characteristic, and district grade-level retention by grade. (SLD)

ED 440 166   UD 033 455

Ventura, Stephanie J.; Martin, Joyce A.; Curtin, Sally C.; Matthews, T. J.; Park, Melissa M.
Births: Final Data for 1998.
PUB DATE- 00
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)

and attention in order to address those problems. The discussions of organization development and systems thinking are followed by four case studies that use systems thinking to identify and understand organizational problems and introduce tools that can help address them. The case studies are built on experiences the Foundation had working with child welfare agencies and state departments of human services as they introduced the principles of Family to Family. For each case, tools appropriate to that case are identified, with a formal description of each of the tools used. (Contains 11 references.) (SLD)

ED 440 187 UD 033 481

Policies and Practices. Shortening Children's Stays in Temporary Care, Part One. Family to Family: Tools for Rebuilding Foster Care.
PUB DATE- 97
NOTE- 87p.; For Part 2, see UD 033 482.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; *Foster Care; Foster Children; Foster Family; Models; *Placement; *Public Policy
IDENTIFIERS- *Permanency Planning (Foster Care)

The Family to Family initiative has encouraged states to reconceptualize, redesign, and reconstruct their foster care systems. By 1996, the initiative was being implemented in five states and six counties in two additional states. Drawing on the experiences of Family to Family participants, a framework for child welfare leaders working to reduce the number of children in foster care over 18 months has been developed. This paper opens with a description of recent changes in foster care and a review of the challenges the child welfare system has faced. It then describes how the Family to Family initiative has attempted to reform the system and reduce lengths of stay. The characteristics of children in care and the problems their families face are discussed, as are the barriers that have contributed to children's lengthy stays. The results of Family to Family approaches are reported in the areas of public policy, program management and structure, and program operations. In addition to protecting and supporting children within their family and cultural networks, services for children and families of color need to be improved in other ways. This will require changes throughout the entire child welfare system. Four appendixes contain results from 1996 focus groups, a list of Family to Family programs, a risk assessment matrix, and a checklist for establishing family group conferences. (Contains 71 references.) (SLD)

ED 440 188 UD 033 482

Innovative Programs. Shortening Children's Stays in Temporary Care, Part Two. Family to Family: Tools for Rebuilding Foster Care.
PUB DATE- 97
NOTE- 101p.; For Part 1, see UD 033 481.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Foster Care; Foster Children; Foster Family; Models; *Placement; Program Descriptions; Public Policy

support. However, increased child support alone will not be enough. Further support, economic incentives, and revised child support policies are needed to enable low-income noncustodial fathers to take financial responsibility for their children. In addition to the opportunities implicit in the 1996 welfare reform law and the 1997 Balanced Budget Act, three other congressional initiatives taken together could give low-income noncustodial fathers a better shot at employment and financial responsibility for their children. One way is to establish a funding stream to pay for employment-related services to low-income noncustodial fathers. Another is to create incentives to pay child support, perhaps through an extension of the Earned Income Tax Credit to low-income noncustodial fathers who pay child support. A third approach is to revamp child support enforcement policies so that child support orders do not outstrip fathers' ability to pay. (SLD)

ED 440 208 UD 033 505

Davis, Gareth G.; Muhlhausen, David B.
Young African-American Males: Continuing Victims of High Homicide Rates in Urban Communities.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Blacks; *Homicide; *Males; Urban Youth; Violence; *Young Adults
IDENTIFIERS- *African Americans

To measure the extent of the progress that has been made in the fight against violent crime over the past decade and to get some perspective on the progress that must still be made, this analysis examines the data for one of the most vulnerable groups in the United States, young African American males who reside in eight of the largest U.S. cities. The analysis of 1991 and 1997 homicide data from these communities finds that, despite some progress, urban black males continue to face a high risk of dying from homicide, even after accounting for the recent fall in homicide rates. Based on 1998 murder rates, the average 15-year-old male faced a 1 in 185 probability of being murdered before reaching age 45, but 1 in 12 young African American males in the District of Columbia could expect to be murdered before age 45, and 1 in every 53 young black males in Brooklyn, New York, could expect to be murdered by that age. In spite of this gloomy picture, the large-scale reductions in black homicide rates achieved in Brooklyn, New York, have undercut an older academic prejudice that fighting crime is beyond the competence of public authorities or the capacities of the police. The report does not draw definitive conclusions about why homicide rates have declined, but the evidence does suggest that law enforcement policies may be contributing. An appendix discusses the estimation of homicide probabilities for 1998. (SLD)

ED 440 209 UD 033 506

Johnson, Kirk A.
Comparing Math Scores of Black Students in D.C.'s Public and Catholic Schools.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Applicants; *No Shows; Two Year Colleges
IDENTIFIERS- *Pennsylvania College of Technology

This report presents results of the fall 1998 Non-Matriculant Survey, conducted every two to three years, to analyze the matriculation process and determine the factors associated with non-matriculation at the Pennsylvania College of Technology. Major findings include: (1) the College matriculation rate has leveled off at 57% since the mid-1990s; (2) matriculation rates are significantly lower for minorities, low-income parents, those awarded relatively less financial aid, and those testing triple deficient or reading deficient; (3) matriculation rates are significantly higher for traditional-aged students and local applicants; (4) matriculation rates are significantly lower for students who apply to other colleges, and those placed into pre-program status, as opposed to those accepted directly into their desired program; (5) reasons for not matriculating fall into three categories: choosing another college, postponing college plans, and having financial problems; (6) factors highly correlated with choosing another college are distance from home and impressions from campus visits; (7) factors highly correlated with postponing college are satisfactory employment, uncertain career goals, and personal or family obligations; (8) of those choosing another college, the greatest number (12%) stay within the Penn State family; and (9) traditional-aged students expressed relatively greater financial concerns and dissatisfaction with Financial Aid services. Twelve tables summarize the data, and 2 appendices presenting the surveys' cover letter and questionnaire are included. (VWC)

ED 439 756   JC 000 272

San Jose/Evergreen Community College District: Information Systems Technology Planning.
PUB DATE- 97
NOTE- 42p.; For the Strategic Master Plan, see JC 000 273.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Community Colleges; Curriculum Development; *Educational Planning; *Educational Technology; Information Dissemination; Instructional Improvement; Two Year Colleges
IDENTIFIERS- *San Jose Evergreen Community College District CA

This report presents the San Jose/Evergreen Community College District information systems technology plan. It outlines the following five global objectives: (1) develop an information technology infrastructure to support and facilitate administration, instruction, and student services; (2) establish electronic communications as the basis for staff and student correspondence; (3) provide access to district-wide information for students and staff by involving end-users in planning information dissemination and information retrieval; (4) establish campus and district technology and training support organizations; and (5) develop curricula, instructional strategies, and tools to enhance student learning through the use of technology. These five global objectives provide the structure for the remainder of the report, which offers the following sections: (1) infrastructure; (2) communications; (3) access; (4) support; and (5) learning. Each of these five sections outlines individual objectives, which are further subdivided into four parts: (1) requirements; (2) recommended solutions; (3) cost estimates to implement; and (4) actions.

become competent. The video then provides a framework for a successful balance of these elements: take a developmental perspective in dealing with children; understand and adapt the family environment to child's developmental needs at a given age; and provide clear and consistent family leadership. The video then details the six vital principles of this leadership: (1) prepare more than you punish; (2) communicate more than you control; (3) encourage more than you criticize; (4) involve and individualize; (5) love more than you isolate; and (6) love enough to limit. The second video, "Beginnings--Birth to Age 5," explores the developmental (cognitive, kinesthetic, and emotional) needs of children at various points in this age range, and how to balance the three elements of family environment and apply the six principles of leadership appropriately to these needs. The third video, "Consolidation--Ages 6-11," notes that in this age range, children begin spending more time in other venues such as school or friends' houses, and individual capabilities are becoming visible. The video then details the physical, mental, social, emotional, and moral aspects of the child's development during these years, and how to balance the elements of the family environment and apply the six principles of leadership appropriately for this developmental stage. The fourth video, "Flexibility/Launching--Ages 12 and Up," notes that during adolescence, children encounter some of the challenges adults face, and that a smooth adolescence requires use of the family relationship rather than the rules to motivate appropriate behavior. The video then details the physical mental, emotional, social, and moral aspects of adolescent development, and how to balance the elements of the family environment and to apply the six principles of leadership appropriately for this developmental stage. The videos include vignettes illustrating application of the leadership principles. (HTH)

ED 439 776 PS 027 795

Cronstrom, Johan, Comp.
Children and Media Violence Research: A Selection (1989-). Bibliography.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Children; Foreign Countries; Mass Media; *Mass Media Effects; Mass Media Use; *Media Research; Television Viewing; *Violence

In 1997, the Nordic Information Centre for Media and Communication Research (Nordicom), with funding from UNESCO and the government of Sweden, created the UNESCO International Clearinghouse on Children and Violence on the Screen. The Clearinghouse contributes to and clarifies knowledge on, children, young people, and media violence, based on the perspective of the U.N. Convention on the Rights of the Child. Part of its effort has been the establishment of a bibliographic database as a resource to the Clearinghouse's broad spectrum of users. This selected bibliography of scientific literature on children and media violence published during the past decade contains approximately 545 references. (EV)

ED 439 777 PS 028 031

Freedman, Judy S.

process of building self-esteem. Section 6 discusses sex education at home, including basic values, levels of understanding, and sex and intimacy. Section 7 deals with the special challenges of parenting teenagers, while section 8 provides a series of structured problem solving exercises to help a group of teenagers learn how to talk to one another and solve problems effectively in preparation for working out problems with family members. (KB)

ED 439 794   PS 028 398

Sheriff, Christine M.
Adolescent Connections: A Guide to Selecting Resource Materials for Parents of Adolescents.
SPONS. AGENCY- Missouri State Dept. of Health, Jefferson City.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- k to one another and solve problems effectively in preparation for working out problems with family members.
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescent Development; *Adolescents; At Risk Persons; *Child Rearing; Family Programs; *Parent Child Relationship; *Parent Education; *Parent Materials; *Parenting Skills; Parents; Pregnancy; Prevention; Sexuality; Substance Abuse; Youth Problems
IDENTIFIERS- Risk Taking Behavior; Sexually Transmitted Diseases

Since 1989, ParentLink has been devoted to supporting Missouri families and children by working with community teams to promote and support parenting efforts through a variety of means. Noting the widespread problem with high-risk behavior among Missouri adolescents and the importance of communication between parents and their adolescents in reducing teen involvement in risk behavior, ParentLink enlisted the help of an advisory group of professionals with experience and expertise in parenting adolescents to identify parenting resources to be made available for loan through the ParentLink library. This guide, written for parents of adolescents and the professionals who work with those parents, provides reviews of materials related to parenting adolescents, including books, curricula, videos, pamphlets, and Web sites. Materials are research-based and deal with sexuality education, risk-taking behaviors, consequences of pregnancy, sexually-transmitted diseases, and AIDS. The guide's introduction describes the review process. A quick reference section delineates the 67 items reviewed, the format of each item, the number of reviewers, and how each scored on the eight evaluation criteria. A narrative section provides more specific information about the materials and includes reviewers' comments. Three appendices provide a quick reference to Web site evaluations and the evaluation forms used by reviewers. (KB)

ED 439 795   PS 028 399

Guha, Smita
In Search of Enlightenment: Curriculum for the Children at Risk in India.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual International Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

being of Wyoming's children. The 1997 report has been expanded to include detailed information on the status of children by categories of welfare, health, and education. The first part of the factbook documents trends by county for 15 indicators: (1) poverty and population; (2) education; (3) births; (4) early prenatal care; (5) percent of mothers who smoked during pregnancy; (6) percent of low birth weight babies; (7) births to teens; (8) infant deaths; (9) children with developmental disabilities; (10) certified day care facilities; (11) child deaths; (12) teen violent deaths; (13) teen motor vehicle deaths; (14) teen suicides; and (15) juvenile arrests for violent crime. The statistical findings include the following: in 1993, 14.9 percent of Wyoming children were living in poverty; the number of births in Wyoming had declined since 1990; on average, 22 percent of Wyoming's mothers smoked during pregnancy; Wyoming continues to exceed the national average of low birth-weight babies; the percent of babies born to teen mothers has increased slightly since 1990; and teen violent deaths and teen motor vehicle deaths have increased since 1990. The next part of the factbook presents the child care providers compensation study, which include the following findings: child care teachers in for-profit centers receive lower wages than in non-profit/non-government centers; teachers' average starting salary was $16,057; home providers earn an average of $6,400 per year, working 11 1/2 hours per day, 5 days a week, closing only 15 days per year. The remainder of the factbook presents state and county profiles for the indicators listed above. A directory of legislators concludes the document. (HTH)

ED 439 814   PS 028 428

Wyoming Kids Count in Wyoming Factbook, 1999.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 219p.; For the 1997 Factbook, see PS 028 427. Also supported by Vision Graphics and the Wyoming Community Foundation.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; Child Welfare; *Children; Compensation (Remuneration); *Counties; Day Care; Day Care Centers; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Infants; Juvenile Justice; Mortality Rate; Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Studies; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; Welfare Reform; *Wyoming

This Kids Count factbook details statewide trends in the well-being of Wyoming's children. Following an overview of key indicators and data sources, the factbook documents trends by county for 20 indicators, including the following: (1) poverty and population; (2) welfare reform; (3) certified day care facilities; (4) births; (5) infant deaths; (6) early prenatal care; (7) percent of low birth weight babies; (8) children with developmental disabilities; (9) births to mothers who smoked during pregnancy; (10) births to teens; (11) births to unmarried mothers; (12) teenage motor vehicle deaths; (13) teenage suicides; (14) teen violent deaths; (15) juvenile arrests; and (16) dropout rates. The remainder of the factbook presents state and county profiles based on the above listed indicators. The statistical findings show the following: a value; (4) fingerplay using the tune of a popular nursery rhyme; (5) read-aloud story based on each value, with discussion questions; (6) three activities to reinforce the value, including reproducible activity sheets; (7) suggestions for promoting the value within the community; and (8) a reading list for young children related to the value. Within each chapter, tips are provided for adapting group activities for home schooling. The book's appendix includes suggestions for group projects, student journals, and an award certificate. (KB)

ED 439 831   PS 028 449

Kozulin, Alex
Vygotsky's Psychology: A Biography of Ideas.
PUB DATE- 90
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Child Development; Cognitive Development; Cognitive Processes; Cultural Influences; Developmental Delays; *Developmental Psychology; Language Acquisition; Psychopathology; Theories
IDENTIFIERS- *Historical Background; Russia; *Vygotsky (Lev S)

Noting that the previous two decades have seen Lev Vygotsky's psychology become highly influential while the psychology of other theoretical giants has faded, this book provides a major intellectual biography about Vygotsky's theories and their relationship to twentieth-century Russian and Western intellectual culture. The book traces Vygotsky's ideas to their origins in his early essays on literary criticism, Jewish culture, and psychology of art, and explicates his psychological theory of language, thought, and development. The chapters of the book are: (1) "Toward the Psychology of Art," on the cultural milieu of the 1910s and 1920s and the ideological background of the phenomenon of Vygotsky; (2) "The Psychology of Tragedy," exploring Vygotsky's essay on "Hamlet"; (3) "The Crisis of Psychology," on the beginning of Vygotsky's career as an academic psychologist; (4) "Tool and Symbol in Human Development," a systematic overview of the cultural-historical theory developed as an answer to the crisis in psychology; (5) "Thought and Language," addressing Vygotsky's study of language in its capacity as a mediating mechanism for other psychological processes and as a mental function on its own; (6) "Mind in Trouble," examining the application of Vygotsky's theory to the problems of handicapped development and psychopathology; and (7) "The Life of Ideas," examining the posthumous development of Vygotsky's ideas. Each chapter contains extensive bibliographic notes. (HTH)

ED 439 832   PS 028 451

Wattenberg, Esther, Ed.
The Fragile Early Years: Assessing the Mental Health of Infants and Toddlers. A Summary of Proceedings of the Symposium Held at the University of Minnesota (Minneapolis, Minnesota, September 30, 1999).
PUB DATE- 00
NOTE- 29p.; Symposium developed in cooperation with the Irving B. Harris Training Center for Infant and Toddler Development. Funded by Title IV-E Funds.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Change Strategies; *Day Care; *Early Childhood Education; Educational Change; Educational Finance; Educational Quality; Financial Support; Public Policy; *Resistance to Change
IDENTIFIERS- Barriers to Change; Barriers to Implementation; Child Care Costs; Day Care Quality; *Infrastructure; *Support Systems

Noting that current programs for young children outside the home lack a comprehensive infrastructure or support system to stand behind the delivery of services to the child and family, this paper proposes the development of a support infrastructure designed to provide continuing and effective assistance to those who work with young children. A support system for early childhood services would include the following components: (1) personnel preparation; (2) technical assistance; (3) applied research and program evaluation; (4) communication; (5) demonstration; (6) data systems; (7) comprehensive planning; and (8) coordination of support elements. The paper next discusses barriers to policy implementation that would result in a coordinated support infrastructure. These barriers are institutional, psychological, sociological, economic, political, and geographic in nature. The paper then suggests strategies that might be implemented to bring about change, including identifying and cultivating powerful political forces, establishing planning structures, mounting a media initiative, and involving professional organizations. The paper concludes with suggestions for financing the infrastructure. (Contains 40 references.) (Author/LPP)

ED 438 851   PS 028 523

Bhavnagri, Navaz Peshotan; Krolikowski, Sue
Home-Community Visits during an Era of Reform (1870-1920).
PUB DATE- 00
NOTE- 38p.; In: ECRP Volume 2, Number 1; see PS 028 521.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Journal Articles (080)
DESCRIPTORS- Child Advocacy; Child Welfare; Early Childhood Education; Early Intervention; Economically Disadvantaged; Educational Change; *Educational History; *Home Visits; Immigrants; Kindergarten; Parent Education; Playgrounds; Settlement Houses; Social Action; Social History; Social Problems; *Teacher Role; Urban Areas; Young Children
IDENTIFIERS- *Home Visitors; *Progressive Era

This article documents home and community visits by early childhood pioneers during the Reform Era (1870-1920). The home-community visitors promoted the development of young children by addressing needs of poor and vulnerable children, their families, and their communities. As the rationale for focusing on the Reform Era, this article identifies four parallels between societal conditions influencing home-community visits during the Reform Era and societal conditions present today: (1) efforts to eradicate poverty by changing environmental conditions; (2) massive arrival of immigrants; (3) rapid transformation of society; and (4) promotion of volunteerism. This article identifies the charity kindergarten movement, establishment of settlement houses, and promotion of compulsory education as the three major social justice movements during the Reform Era that contributed significantly to home-community visits. The objectives, procedures, and outcomes of home-community visits during each of the three social justice movements are identified and elaborated. Home-community visits by philanthropic kindergarten teachers resulted in: (1) parents valuing play; (2) appropriate transformation of child-rearing

Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); Elementary Secondary Education; Intervention; *Learning Disabilities; *Regular and Special Education Relationship; Special Education; Special Education Teachers; *Visual Impairments; Visual Perception
IDENTIFIERS- *Visual Processing

Visual difficulties among students with learning disabilities take two forms: visual-processing dysfunction and deficits in basic visual skills. Students with a visual-processing dysfunction have problems interpreting visual information even when the visual information is clear. Students with basic visual disability have problems obtaining sufficient visual information but can interpret what they see. While the latter is not considered an information-processing disorder, it can potentially exacerbate other disabilities. Despite differences in etiology and primary interventions, the two types of visual difficulties may lead to similar behaviors and may respond to similar compensatory (secondary) strategies. These strategies include enlarging print size, modifying worksheets, using a visual "window" or ruler, and using multiple senses during instruction. Students with basic visual deficits may benefit from visual therapy (eye exercises) or the use of tinted glasses. In most states, teachers of students with visual impairment (TVIs) provide services only to students with visual disabilities and may not serve students with learning disabilities. However, TVIs may provide other teachers and parents with consultation and professional brainstorming about possible compensatory strategies for either group. (SV)

ED 439 871 RC 022 343

Gilberts, Guy H.
The Effects of Peer-Delivered Self-Monitoring Strategies on the Participation of Students with Disabilities in General Education Classrooms.
PUB DATE- 00
NOTE- 9p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Mainstreaming; Middle School Students; Middle Schools; *Peer Teaching; *Self Management; *Severe Disabilities; *Special Education; *Student Behavior; Student Participation
IDENTIFIERS- *Behavior Management; *Self Monitoring

Five severely disabled middle school students received peer training in self-monitoring their classroom behaviors. Teachers chose 11 target behaviors to increase student participation in the general education classroom. Each participating student was assigned a nondisabled eighth-grade peer tutor who received 8 weeks of training in delivery of praise, positive reinforcement, error correction, and data collection. Peer tutors discussed with their participating students how the these participants shared information about the practices with other adults. Nineteen respondents reported that systemic changes in their places of employment resulted from the knowledge they gained in the TREK program. The emphasis on research-based decision making resulted in TREK participants becoming agents of change in their rural districts on behalf of children with disabilities. (TD)

ED 439 888 RC 022 360

Harrison, Suzanne; Lemke, June Canty
Two Preservice Teachers with Special Needs and Their Rights: What If Their Teacher Education Experiences Had Gone Awry?
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; College School Cooperation; Equal Education; Higher Education; *Preservice Teacher Education; Program Descriptions; *Student Experience; *Student Teachers; *Teacher Education Programs; *Teachers with Disabilities
IDENTIFIERS- Americans with Disabilities Act 1990; *Gonzaga University WA

Adaptations, accommodations, and creative use of alternative approaches can make a difference in the success or failure of many college students, particularly those with disabilities. Gonzaga University (Washington) has implemented a holistic admissions process that has resulted in higher completion rates and the recruitment of more students from underrepresented groups. A manual is given to preservice teachers advising them of their rights and responsibilities and informing them of the monitoring processes used. Faculty are notified each semester of accommodations that preservice teachers with disabilities need to be successful. The semester before student teaching, prospective candidates attend a meeting explaining application procedures and general information about the upcoming experience. Just prior to student teaching, an orientation meeting is held. During student teaching, a university supervisor assigned to each student teacher observes the preservice teacher and acts as a liaison between the school and university. Student teachers attend several seminars during student teaching. A remediation plan is developed for those who have difficulty, and if the student teacher cannot meet the competencies of the plan, the experience is terminated. Those students get a second chance the following semester. On completion of student teaching, a review board discusses the final evaluation and recommends teacher certification. The experiences of two preservice teachers with disabilities are described to show how extra care and attention to individual needs can foster success in situations that once were considered impossible or unrealistic. (TD)

ED 439 889 RC 022 361

Cheney, Christine O.
Combining Distance Education and Web Applications for a Course on

Education; Foreign Countries; Science Instruction; *Science Process Skills; *Scientific Concepts; *Student Evaluation; Teacher Education
IDENTIFIERS- *Hong Kong

This paper describes a project meant to develop a standard for Hong Kong students' work in biology. The process involves defining students' work and setting standards for students aged 9, 12, and 16. Besides defining the academic and scientific knowledge to be achieved at various levels, the analysis also includes desirable skills and attitudes for students learning science. Both science process and cognitive skills are included in the portrait of students' work. The role of teachers who participated in the study and ways to enhance professional development among them is also discussed. (Author/WRM)

ED 439 908 SE 063 249

Zaaiman, Hermien
Selecting Students for Mathematics and Science: The Challenge Facing Higher Education in South Africa.
SPONS. AGENCY- Urije Univ., Amsterdam (Netherlands).
PUB DATE- 98
NOTE- 234p.; Ph.D. Thesis. Urije Universiteit, Amsterdam.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Admission Criteria; *College Admission; Educational Policy; Foreign Countries; Higher Education; *Mathematics Education; *Science Education
IDENTIFIERS- South Africa

The selection of students is one of the critical issues facing higher education institutions in South Africa. Identifying disadvantaged students with mathematics and science aptitude is a particularly pressing problem. The UNIFY Selection Research Project (USRP) was established at the University of the North in 1994 to address this problem. This book describes the research done during the USRP. Chapter 2 describes selection for higher education in South Africa. The use of the term 'disadvantaged' in this work is explained in chapter 3. The implications of the previous higher education legislation and the new 1996 South African Constitution, as well as the 1997 Higher Education Act for participant selection, are discussed in chapter 4. Chapter 5 discusses predictors of academic performance. The USRP is introduced in chapter 6, and research results are discussed in chapters 7 and 8. (Contains 174 references.) (ASK)

ED 439 909 SE 063 252

Going Places, Making Choices: Transportation and the Environment. Curriculum Designed for Grades 9-12.
PUB DATE- 99
NOTE- 174p.; Curriculum underwritten by Honda North America, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Climate Change; *Energy; *Environmental Influences; High Schools; *Natural Resources; Teaching Methods;

Excellence in Environmental Education, see SE 063 368.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Environmental Education; Evaluation; *Guidelines; Planning; Teachers; Teaching Methods

This document is the eighth in a series of documents published by the North American Association for Environmental Education (NAAEE) as part of the National Project for Excellence in Environmental Education. This book offers recommendations for the basic knowledge and abilities educators need to provide high-quality environmental education (EE). These recommendations cover pre-service K-12 teacher education and EE courses for both formal and non-formal education. Recommendations also apply to those professionals who will serve as environmental educators full- and part-time. Contents include: (1) "Introduction"; (2) "Environmental Education: A Vision for the Future"; (3) "The Instructional Vision of Environmental Education"; (4) "How To Use These Guidelines"; (5) "Theme #1--Environmental Literacy"; (6) "Theme #2--Foundations of Environmental Education"; (7) "Theme #3--Professional Responsibilities of the Environmental Educator"; (8) "Theme #4--Planning and Implementing Environmental Education Programs"; (9) "Theme #5--Fostering Learning"; and (10) "Theme #6--Assessment and Evaluation." (CCM)

ED 439 937 SE 063 368

Excellence in Environmental Education--Guidelines for Learning (K-12). Executive Summary and Self Assessment Tool. National Project for Excellence in Environmental Education.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.; Northern Illinois Univ., De Kalb.; National Environmental Education and Training Foundation, Washington, DC.
PUB DATE- 99
NOTE- 36p.; For another document from the National Project for Excellence in Environmental Education, see SE 063 367.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Evaluation; *Guidelines; *Scientific Literacy; Teaching Methods

This document is the companion publication to "Excellence in Environmental Education: Guidelines for Learning (K-12)", published by the North American Association for Environmental Education (NAAEE) as part of the National Project for Excellence in Environmental Education. The Guidelines are organized into four strands, each of which represents a broad aspect of environmental education and the goal of environmental literacy. This guide provides an overview for becoming familiar with the four strands and a set of self assessment checklists for analyzing the degree to which various curricula and educational programs meet the Guidelines. The four strands include: (1) Questioning and Analysis Skills; (2) Knowledge of Environmental Processes and Systems; (3) Skills for Understanding and Addressing Environmental Issues; and (4) Personal and Civic Responsibility. The Guidelines describe a level of skill or knowledge appropriate for each of three grade each of the two constructs remained statistically unchanged within a 95% confidence interval. The implication for teacher educators is that this specific affective dimension can be significantly enhanced and that increases can be maintained over time. The site based program can provide the four factors Bandura identified as sources of information used to determine self-efficacy. The lasting impact of the site based teacher preparation program on science teaching self-efficacy beliefs throughout the first year of teaching provides support for connecting communities of classroom teachers providing authentic experiences in site based locations with confident classroom teachers for the future. (Contains 11 references.) (Author/CCM)

ED 439 957 SE 063 457

Hassard, Jack; Dias, Michael
Experiences in a Constructivist Community of Practice: An Inquiry into TEEMS--A Science Teacher Education Program.
PUB DATE- 00
NOTE- 75p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Higher Education; Internet; *Preservice Teacher Education; *Science Teachers

This research was designed to describe a constructivist science teacher education program and to investigate how students in the program experienced a constructivist learning environment. Nineteen students enrolled in a four-term program for prospective secondary science teachers participated in this one-year study. A rich description of the constructivist teacher education program established the context for the study. Three focus questions guided the study. They included: (1) What depth of understanding do the students possess and communicate about constructivism? (2) What was students' experience with constructivism in the internships? (3) What pedagogical strategies did the students describe that worked in their internships? Data were collected by means of questionnaires, on-line bulletin board writing, journals, and videotapes of class sessions. Results indicated that students developed a depth of understanding of constructivism even after their internships. Most interns were able to implement constructivism in their classrooms, although nearly 33% felt they would not be able to implement constructivism in their first year of teaching. Interns reported that cooperative learning, alternative assessments, and Internet activities worked best in their internship experiences. Attached to the document are printouts from the TEEMS science Web site, including syllabi, agenda, research projects, and research tools. (Contains 31 references.) (Author)

ED 439 958 SE 063 482

Mao, Song-Ling; Chang, Chun-Yen
Impacts of an Inquiry Teaching Method on Earth Science Students' Learning Outcomes and Attitudes at the Secondary School Level.
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 98
NOTE- 11p.; In: Proceedings of the National Science Council Part

Key to the National Geography Standards. Geography for Life: National Geography Standards, 1994.
PUB DATE- 95
NOTE- 12p.; For the 1994 Geography Standards, see ED 378 102 (for the executive summary) and ED 368 027 (for the report). Illustrations by Suzanne Dunaway.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Geographic Concepts; *Geographic Location; *Geography; *Geography Instruction; Global Education; *National Standards; Social Studies
IDENTIFIERS- *National Geography Standards

This brief booklet provides a shorthand key to the national geography standards and related geography themes. The themes represent an instructional approach to give focus to a lesson. The standards comprise the geographic subject matter, skills, and perspectives of geography K-12. The five themes flow through the 18 geography standards and can be used in the instruction of all of them at any grade level. Sample classroom strategies for instruction in the standards for grades 4, 8, and 12 are included. This guide provides a quick overview of the geography standards with sample indicators for performance. (EH)

ED 439 979 SO 028 751

Records of the General Conference (28th, Paris, France, October 25 to November 16, 1995). Volume 1: Resolutions and Volume 2: Reports--Programme Commissions, Administrative Commission, Legal Committee.
PUB DATE- 96
NOTE- 217p.; Part 3, the 1000 page Proceedings in multiple languages, is available for download from the Web; See http://unesdoc.unesco.org/images/0010/001018/101823mo.pdf.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Basic Skills; Comparative Education; Compulsory Education; Foreign Countries; Functional Literacy; *International Cooperation; Multicultural Education; *World Affairs
IDENTIFIERS- UNESCO

The records of the 28th UNESCO general conference are divided into three parts. The first part contains the resolutions adopted by the UNESCO General Conference and the list of officers of the General Conference and of the Commissions and Committees. The second part contains the reports of the five UNESCO Program Commissions, the Administrative Commission, the joint meeting of the Programme and Administrative Commissions, and the Legal Committee. The third part contains the verbatim records of the plenary meetings, the list of participants, and the list of documents. This document comprises the first two volumes. The 13 sections of the first volume are: (1) "Organization of the Session, Admission of New Member States, Election of Members of the Executive Board and Tribute to its Chairpersons"; (2) "Reports on the Activities of the Organization and Programme Evaluation"; (3) "Medium-Term Strategy for 1996-2001"; (4) "Programme for 1996-1997"; (5) "Support for Programme Execution"; (6) "Budget"; (7) "General

22 items; Greene County in the Beginning--20 items); Publications (books about the battle and related subjects available for purchase at Wilson's Creek); Related Organizations (a list and description of local facilities with more information regarding the area, the battle, and the Civil War); and Wilson's Creek National Battlefield Official Map and Guide. (BT)

ED 440 001 SO 031 284

Elkins, Kenneth; Patrick, Jeff
No Easy Choices: Taking Sides in Civil War Missouri. Wilson's Creek National Battlefield Educational Packet, Grades 7-8.
SPONS. AGENCY- National Park Foundation, Washington, DC.
PUB DATE- 99
NOTE- 30p.; For related documents on Wilson's Creek National Battlefield, see SO 031 282-285. Accompanying map not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Civil War (United States); Curriculum Enrichment; Field Trips; Grade 7; Grade 8; *Heritage Education; Historic Sites; History Instruction; Junior High Schools; *Primary Sources; Social Studies; *State History; United States History
IDENTIFIERS- *Wilsons Creek National Battlefield MO

This educational packet for grades 7 and 8 is organized to help students study about and/or plan a visit to Wilson's Creek National Battlefield, the site of a struggle between the Union and Confederate forces in August 1861 for the control of Missouri. The packet contains the following materials: (1) Educational Group Reservation Form; (2) Wilson's Creek National Battlefield Troop Movement Maps (six detailed maps chronologically show troop locations and movement during the battle); (3) "The Battle: A Brief Account of the Battle of Wilson's Creek" (tells of the events and personalities that led to and were involved in the battle and provides necessary background for the academic activities in the packet); (4) Outline of the Traveling Trunk Program (contains a collection of items for demonstration or hands-on activities related to soldiers' daily lives for classes that cannot visit the park or wish to reinforce concepts learned during a battlefield visit); (5) Pre-Visit Objectives and Activities (activities 1-3 are organized in order of increasing complexity for grades 7-8); (6) Outline of Battlefield Visit; (7) Post-Visit Objectives and Activities (activity 4); (8) Suggested Readings (16 items); and (9) Comments and Suggestions. (BT)

ED 440 002 SO 031 285

Evans, Genny; Elkins, Kenneth; Patrick, Jeff
Common Soldier/Common Man: Wilson's Creek National Battlefield Educational Packet for the Elementary Grades. Revised Second Edition.
SPONS. AGENCY- National Park Foundation, Washington, DC.
PUB DATE- 99
NOTE- 40p.; For related documents on Wilson's Creek National Battlefield, see SO 031 282-284.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Civil War (United States); Curriculum Enrichment;

public school curriculum. The questions and answers provide general information on the subject of religious expression and practices in schools. The answers are based on First Amendment religious liberty principles as currently interpreted by the courts and agreed to by a wide range of religious and educational organizations. The pamphlet cautions that the law alone cannot answer every question and advises that parents in each community must work with school officials to do not only what is constitutional, but also what is "right" for all citizens. It points out that the religious liberty principles of the First Amendment provide the civic framework within which citizens are able to debate differences, to understand one another, and to forge school policies that serve the common good in public education. (BT)

ED 440 022 SO 031 630

A Teacher's Guide to Religion in the Public Schools.
PUB DATE- 99
NOTE- 18p.; For a parent's guide, see SO 031 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Public Schools; *Religion; *School Culture; Student Rights
IDENTIFIERS- *First Amendment; *United States Constitution

This teacher's guide is intended to move beyond the confusion and conflict that has surrounded religion in public schools since the early days of the common school movement. For most of American public school history, extremes have shaped much of the debate. On one end of the spectrum are those who advocate promotion of religion (usually their own) in school practices and policies. On the other end are those who view public schools as religious-free zones. Neither of these approaches is consistent with the guiding principles of the Religion Clauses of the First Amendment. However, there is another alternative that is consistent with the First Amendment and broadly supported by many educational and religious groups. The 18 questions and answers contained in this guide build on this alternative and provides teachers with a basic understanding of the issues concerning religion in their classrooms. (BT)

ED 440 023 SO 031 635

Encountering Maryland's Past. Volume 1: Science, Technology, and Invention in History. A Primary Source Kit from the Maryland Historical Society.
PUB DATE- 99
NOTE- 176p.; Source Kit also funded by Columbia Gas of Maryland, Maryland's History Day Program, and the Rouse Company Foundation. For volume 2, and the teacher guide, see SO 031 636-637. Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; *Inventions; Local History; *Primary Sources; *Sciences; Social Studies; *State History; Student Research; *Technology
IDENTIFIERS- *Maryland; Maryland Historical Society; National History Day

This primary source kit supports the study of history in the elementary, middle, and high school levels. Each primary source mystery; and 35, often humorous, mysteries. The mysteries, lessons, and activities in the book are correlated to the "Voluntary National Content Standards in Economics," which were developed and published by the National Council on Economic Education. Chapter titles include: (1) "Economic Reasoning for Kids: An Overview"; (2) "Using the Mysteries: A Teacher's Guide"; (3) "Contemporary Economic Mysteries"; (4) "Public Choice Mysteries"; (5) "Environmental Mysteries"; and (6) "Writing Your Own Mysteries." (BT)

ED 440 043 SO 031 726

Kinate, Joanna
Improving Music Reading Skills among Second Grade Students.
PUB DATE- 99
NOTE- 65p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Classroom Research; Classroom Techniques; Grade 2; *Music; Music Activities; *Music Reading; *Music Techniques; Primary Education; Program Development; *Skill Development

This project describes a program designed to improve the music reading abilities of second grade children. The intention is to discover the best possible method of teaching students basic rhythmic and melodic skills. When combined, these skills will not only increase students' understanding of the language of music, but will also increase self-esteem in students when they experience greater success in the classroom. This study was made up of second grade students of a large elementary school located in a middle class community near a large Midwestern metropolitan area. The lack of music reading skills was observed by the music teacher and documented through student surveys. Analysis of probable cause data revealed that students lack basic skills involving rhythm, melody, harmony, and keyboard. Students often struggle through elementary music by imitating, rather than actually reading. A suggested solution to this problem is to discover the method of teaching music reading that will improve the greatest number of skills for the greatest number of students. Chapters include: (1) "Problem Statement and Context"; (2) "Problem Documentation"; (3) "The Solution Strategy"; and (4) "Project Results." Appendixes contain surveys and additional information. (Contains 26 references and 14 tables.) (Author/BT)

ED 440 044 SO 031 727

Frieman, Barry B.; Fine, Bobbie
Infusing Functional Law into the Classroom.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Civics; Courts; Elementary Secondary Education; Judges; *Law Related Education; Laws; Lawyers; Social Studies

The court system touches the lives of many children in the school system, some through divorce, and others through their own illegal behavior. Principals and administrators need to infuse a functional knowledge of the legal system so that these

Development; *Distance Education; Elementary Secondary Education; Higher Education; Nontraditional Education; *Open Universities; Preservice Teacher Education; State Universities

IDENTIFIERS- California State University Fresno

This paper describes the development of the CalStateTEACH program at California State University (CSU), Fresno, a system-wide initiative that is grafted onto the program of individual institutions. It was originally an open university program called CalNet. It was redeveloped during the fall of 1998, when teams of CSU teacher educators helped create a new curriculum. Other CSU teams focused on the need for a student services design for the project and for a web-based communication network. As of the fall of 1999, CSU, Fresno was delivering open learning elementary teacher education curriculum to students across a wide expanse of California. CalStateTEACH is now one of multiple pathways to teaching licensure at CSU, Fresno. The program meets or exceeds all admission procedures in place for the other programs. The central difference between CalStateTEACH and traditional programs is the very limited time preservice teachers spend face-to-face with faculty and among the campuses' physical resources. Planners are being vigilant so the program is not used as a vehicle to return teacher education to an apprenticeship model in which new teachers find vision and theory in short supply. (SM)

ED 440 063 SP 039 103

Wilkerson, Judy R.

Program Accountability for Beginning Teachers' Subject Matter Knowledge and Competency and How To Meet the Challenge. A State's Perspective on Program Accountability for Teacher Education Graduates' Competency.

PUB DATE- 00

NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; *Beginning Teachers; Elementary Secondary Education; Higher Education; Institutional Evaluation; *Preservice Teacher Education; Program Evaluation; State Standards; Student Teachers; *Teacher Competencies; Teaching Skills

IDENTIFIERS- Florida; *Subject Content Knowledge; Teacher Knowledge

This paper discusses strategies related to the challenge of program accountability for subject matter knowledge and competency among beginning teachers. It focuses on reaching common understandings of three key concepts (accountability, subject matter knowledge, and competence), presenting them from the perspective of the state of Florida. Florida has a System of School Improvement and Accountability that guides the work of practitioners in the K-12 system and in teacher preparation programs. The state uses the program approval process to hold institutions accountable. Florida has a mixed degree of success in defining knowledge, skills, and dispositions, which limits the state's ability to define both knowledge and competence. The content standards for teachers are harder to define than standards for children. Florida has defined the general pedagogical skills for content areas and for other professional/pedagogical skills. The state has also identified

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Comprehensive School Health Education; *Males; Secondary Education; *Sexuality; Suicide
IDENTIFIERS- Asphyxia; *Hypoxia; *Masturbation; Risk Taking Behavior

This paper describes autoerotic asphyxia (AEA), using strangulation to enhance the pleasure of masturbation. AEA claims the lives of between 250-1,000 U.S. young men each year (though it is likely that it is underreported). Though AEA is found primarily among males, females participate, but in far smaller numbers. The most common motivation for adolescent AEA is thrill seeking and/or sexual experimentation in combination with a pseudo-masochistic fantasy of bondage and pain. AEA deaths represent a significant proportion of the overall adolescent suicide rate. Deceased victims tend to be white, middle class, unmarried males who are usually well-adjusted, non-depressed, high achievers. Suicidal intent is rarely evident. AEA practitioners perform AEA in order to enhance sexual pleasure through hypoxic euphoria induced by strangulation. In nearly all cases, a safety or escape system is built in, so accidental deaths tend to be due to failure of the safety mechanism. This paper presents six characteristics of typical AEA death scenes that distinguish AEA from other suicide and lists warning signs for parents and teachers. It explains how adolescents find information on AEA through the mass media and the Internet. The paper suggests that student-oriented education aimed at preventing or lowering risks to AEA behavior be presented in health education classes, as well as other secondary school classes. Also, parent and teacher association meetings, which focus on the warning signs and symptoms, as well as the relative risk of mis-education, should be organized. (Contains 49 references.) (SM)

ED 440 082   SP 039 125

Kohn, Alfie
What To Look for in a Classroom...and Other Essays.
PUB DATE- 98
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Standards; Attention Deficit Disorders; *Classroom Techniques; Cooperative Learning; Discipline; Educational Change; Elementary Secondary Education; Grade Inflation; Grading; Parent Influence; Reading Motivation; School Choice; School Role; School Uniforms; Self Esteem; Student Attitudes; Student Behavior; Student Participation; Teaching Methods; Television Viewing; Total Quality Management; Values Education
IDENTIFIERS- Character Education

This book presents a collection of essays that suggest how to improve the education system in the United States. There are 19 chapters in 5 parts. Part 1, "Classroom Management," includes: (1) "The Limits of Teaching Skills"; (2) "The Trouble with School Uniforms"; (3) "Beyond Discipline"; and (4) "How Not To Teach Values: A Critical Look at Character Education." Part 2, "American Ideology Goes to School," includes: (5) "Resistance to Cooperative Learning: Making Sense of Its Deletion and Dilution"; (6) "'A Lot of Fat Kids Who Don't Like To Read': The Effects of Pizza Hut's Book It! Program and Other Reading Incentives"; (7) "Grading: The Issue Is Not How but Why"; (8) "Grade Inflation and Other Red Herrings"; and (9) "Only for My

This book offers inspiration and encouragement to any person who may have lost sight of the rewards of teaching from a teacher who was the 1997 Teacher of the Year. It features essays, conversations, and poems that can provide a boost when teachers need one. The chapters are: "First Days--My First Days of School, as a Student Teacher, as a Teacher"; "Dear Friend: A Letter to Prospective Teachers"; "Help!: I'm Going to be a Student Teacher!"; "A Guide for Student Teachers: An Honest Translation of the Language in Your Assessment Package"; "The Story of a School Year: The Cycle of Life"; "Advice to a First-Year Teacher: 'They're All LOOKING at Me'"; "Candles: Light Your Candles and Let Them Shine"; "Involvement with Students: Romeo and Juliet"; "There's No Such Thing as 'Just a Teacher!'"; "One Class: Thirty Reasons Why You Teach"; "Power: The Power to Dream"; "Butterflies and Possibilities: The Story of Tony"; "The Needs of Children: 'A Wide Sea and a Small Boat'"; "The Gift of Time: Of Heroes and Hopes"; "Renewal: Not Quite Burned Out, but Crispy Around the Edges"; "Technology: 'I Touch the Future; I Teach'"; "The Table in the Teachers' Lounge: A Monument to All of Us"; "Professionalism in Teaching: Formal Notes and Informal Memories on the National Board for Professional Teaching Standards"; "Teaching and Writing: The 'Draper Paper' and Beyond"; "National Teacher of the Year: So Proud To Be a Teacher"; "World Teaching: From Moscow to Ethiopia"; and "The Touch of a Teacher: We Make a Difference." (SM)

ED 449 102   SP 039 152

Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Administrator Role; College School Cooperation; Elementary Secondary Education; *Faculty Development; Partnerships in Education; Principals; Student Centered Curriculum; Teacher Collaboration; *Teacher Improvement; Teacher Responsibility; Teachers

This book focuses on what it takes to translate professional development into impressive learning gains for students. The experiences of eight award-winning schools are distilled into principles for success. This book is based on hundreds of hours of talking with teachers and administrators at the eight schools. The schools are diverse, representing a wide range of locations, sizes, and student characteristics. The schools' stories tell of students who achieve because their teachers are learners. At the heart of each school's success is an exemplary professional development program. After an introduction to the book and an overview of the eight schools, Section 1, "The Key: A Culture of Learning," discusses "Student-Centered Goals"; "An Expanded Definition of Professional Development"; "Ongoing, Job-Embedded Informal Learning"; "A Collaborative Environment"; "Time for Learning and Collaboration"; and "Checking for Results." Section 2, "A Boost from Outside," discusses "External Call to Action," "Partnerships with External Programs," and "Fiscal Resources." Section 3 offers "Implications for Site and District Leaders." The two appendixes include school profiles and information on the

ED 440 124 TM 030 736

Gerald, Debra E., Ed.
The Federal Forecasters Conference--1999. Papers and Proceedings (10th, Washington, DC, June 24, 1999) and Selected Papers from the International Symposium on Forecasting (19th, Washington, DC, June 27-30, 1999).
PUB DATE- 00
NOTE- 310p.; "Cosponsored by the Bureau of the Census, Bureau of Economic Analysis, Bureau of Health Professions, Bureau of Labor Statistics, Department of Veterans Affairs, Economic Research Service, Immigration and Naturalization Service, National Center for Education Statistics, and the U.S. Geological Survey." For the 9th conference proceedings, see ED 420 064.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Methods; Expenditures; *Federal Government; *Futures (of Society); *Prediction; *Public Agencies; Tables (Data); *Trend Analysis

The 10th Federal Forecasters Conference provided a forum where 127 forecasters from different federal agencies and other organizations met to discuss various aspects of the conference's theme, "Forecasting in the New Millennium," that could be applied in the United States. A keynote address, "Procedures for Auditing Federal Forecasts" by J. Scott Armstrong, was followed by a panel presentation to set the stage for 2 concurrent sessions at which 24 papers were presented. These papers, or in some cases abstracts, are grouped into topics of: (1) "The North American Industry Classification System"; (2) "Economic Forecasting Issues"; (3) "Budget Forecasting for the Food Stamp Program"; (4) "New Developments in Health Manpower Forecasting"; (5) "Forecasting Agricultural Commodity Prices"; (6) "Y2K Forecasts from Denial to Doomsday"; (6) "Economic Forecasting Issues: Population and Labor Force"; (7) "Forecasting Techniques"; (8) "Compendium of Techniques"; and (9) "Forecasting the Food Component of the Consumer Price Index." Nine papers from the International Symposium on Forecasting are also included. Of these, "The National Center for Education Statistics Projections Program" by Debra E. Gerald has the most relevance for educators. Each paper contains references. (Contains 60 tables and 65 figures.) (SLD)

ED 440 125 TM 030 737

Lovell, Tobin; White, Kelly; Thatcher, Trent; Mayle, Amanda; Willis, Tonya; Ramboldo, Lisa; Cauley, Kate; Clasen, Carla; Meyer, Cheryl
Service Learning Instrument-Health Professional (SLI-HP).
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Health Personnel; Higher Education; Knowledge Level; *Measures (Individuals); Reliability; *Service Learning; *Test Construction

To investigate whether the structured and applied nature of a service learning method results in changes in knowledge,

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Computer Uses in Education; Educational Practices; *Grade 3; Longitudinal Studies; Primary Education; Public Schools; Standardized Tests; Student Characteristics; Teacher Characteristics; *Teachers; Teaching Methods; *Test Results
IDENTIFIERS- *Texas

Student performance in grade 3 was evaluated based on instructional practices, classroom materials, and computer use in grades 1 and 3. This longitudinal study of primary education in Texas was initiated during the 1995-1996 school year when data were collected from first-grade teachers. Teachers provided information not only on teaching practices and materials but also on student preparedness and mastery of the curriculum in core subject areas. The survey was repeated, for the same students, with third-grade teachers in 1997-1998 and supplemented with other state data and standardized test results. Almost all first- and third-grade teachers were found to be using a variety of developmentally appropriate instructional practices, and the teachers reported that the instructional materials provided very good coverage of the state-mandated curriculum elements. More than 80% of the students were using computers once a week. Differences in student performance were not associated strongly with any of these factors, perhaps because so few differences were found in the factors themselves. The student performance measures based on teacher assessment and standardized testing were highly correlated with one another. Student performance was strongly related to student readiness to learn and self-help skills. In some cases, poorer student performance appeared to be associated with the absence of relatively specialized instructional materials. (Contains 5 tables, 6 figures, and 27 references.) (Author/SLD)

ED 440 146 TM 030 758

Passman, Roger
Pressure Cooker: Experiences with Student-Centered Teaching and Learning in High-Stakes Assessment Environments.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Elementary School Teachers; *High Stakes Tests; Intermediate Grades; Teaching Methods; Testing Problems; Urban Schools
IDENTIFIERS- *Teaching to the Test

High stakes testing is a given in many public school districts in the United States. This paper reports the chilling effect high stakes testing had on the pedagogy of one teacher. The study took place in a large Midwestern urban district where a university consultant observed a fifth-grade classroom. This researcher was able to observe and document a teacher who attempted to engage in purposeful change in her teaching style and classroom structure. The instructor decided to teach a unit on the Age of Exploration, a long-term inquiry project about explorers. She divided the class into six groups of five and sat them at individual tables. She started the project by covering her curriculum in a traditional manner, but once she

DESCRIPTORS- Adolescents; *Birth; Birth Rate; Individual Characteristics; *Mothers; *Racial Differences; Tables (Data); Urban Youth

This report presents 1998 data on U.S. births according to a wide variety of characteristics. Data are presented for maternal demographic characteristics, including: (1) age, live-birth order, race, Hispanic origin, marital status, and educational attainment; (2) maternal lifestyle and health characteristics, such as medical risk factors, weight gain, and tobacco and alcohol use; (3) medical care utilization by pregnant women, including prenatal care, obstetric procedures, complications of labor and delivery, attendant at birth, and method of delivery; and (4) infant health characteristics, including period of gestation, birthweight, Apgar score, abnormal conditions, congenital abnormalities, and multiple births. Also presented are birth and fertility rates by age, live-birth order, Hispanic origin, and marital status. Selected data by mother's state of residence are shown including teenage birth rates and total fertility rates, as well as data on date of birth, sex ratio, and age of father. Trends in fertility patterns and maternal and infant characteristics are described and interpreted. Birth and fertility rates increased in 1998 by about 1%, the first increase since 1990. (Contains 60 tables, 9 figures, and 78 references.) (Author/SLD)

ED 440 167   UD 033 457

Marin City Families First: Three Case Studies. Ruby and James: A Second Chance. Eleanor: Standing on My Own. Freda: The Value of Family. Child and Family Studies Program.

PUB DATE- 99
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Blacks; Case Studies; *Disadvantaged Youth; Family Characteristics; *Low Income Groups; Poverty; Urban Youth; Welfare Recipients; *Welfare Services
IDENTIFIERS- *California (Marin County); *Case Management

Marin City is an isolated African American community located in mostly affluent Marin County, California. Thirty-six percent of households in Marin City fall below the poverty line. This report provides three case studies from the Marin City Families First (MCFF) program, an intervention that aims to develop a model comprehensive child and family support system for low-income communities. The case studies show the difficulties and desires of actual clients and their experiences from the perspectives of the Family Advocates (home-based case managers), the program's case supervisor, and the families themselves. These clients often experienced numerous ongoing crises, and, in these cases, the intervention began while the mother was in treatment for drug addiction. A theme of family support for the program is the acquisition of resources to meet basic survival needs. Other themes are providing supportive counseling and developing the parenting caregiver's empathy and understanding of child development. One of the strongest themes to emerge in these studies is the important role of the Case Supervisor. The case studies tell the stories of: (1) a couple raising the husband's grandchildren; (2) a single mother of two children; and (3) a family with three children and one stepchild. (SLD)

IDENTIFIERS- *Permanency Planning (Foster Care)

The Family to Family initiative has encouraged states to reconceptualize, redesign, and reconstruct their foster care systems. By 1996, the initiative was being implemented in five states and six counties in two additional states. Drawing on the experiences of Family to Family participants, a framework for child welfare leaders working to reduce the number of children in foster care over 18 months has been developed. This report provides information on a number of innovative permanency planning programs that include programs specializing in: (1) concurrent planning; (2) substance abuse treatment; (3) family conferences; (4) kinship care; (5) foster and adoptive parent recruitment; (6) subsidized guardianship; and (7) the legal process. The report contains an overview of the main components of each program with contact information. There are 26 program profiles. (SLD)

ED 440 189 UD 033 484

Choy, Susan P.
Low-Income Students: Who They Are and How They Pay for Their Education. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
PUB DATE- 00
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Financial Needs; Financial Support; Higher Education; *Low Income Groups; Minority Groups; *Paying for College; Student Characteristics; Student Employment; Tables (Data); *Undergraduate Students

This report examines the characteristics of low-income undergraduates and how they pay for college. It begins with a profile of low-income students, comparing them with their not-low-income counterparts. Then, focusing on low-income students who attend full time, full year, it examines their financial need, describes the contribution of financial aid, and presents what is known about how they close the gap between what they pay and the amount of aid they receive. Finally, the report compares 3-year persistence among low-income and not-low-income undergraduates. The analysis relies primarily on the 1995-96 National Postsecondary Student Aid Study, with supplemental information from other national surveys. In 1995-96, 26% of all undergraduates were low income, and 17% of dependent undergraduates were classified as low income. Virtually all low-income undergraduates attending full time, full year had financial need, and most received some financial aid. Grants were received by 81%, and 51% had loans. A substantial part of the gap between student budget and financial aid came from student earnings. Many factors affect academic persistence, but low income students enrolled in 1995-1996 were less likely to have earned a degree or still be enrolled in 1998. Three appendixes contain supplemental tables, a glossary, and technical notes. (Contains 34 tables and 11 figures.) (SLD)

ED 440 190 UD 033 485

Lazarus, Wendy; Mora, Francisco
Online Content for Low-Income and Underserved Americans: The Digital Divide's New Frontier. A Strategic Audit of Activities and Opportunities.
SPONS. AGENCY- John and Mary R. Markle Foundation, New York, NY.;

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Elementary Education; *Elementary School Students; *Junior High School Students; Junior High Schools; *Mathematics Achievement; *Private Schools; *Public Schools; Scores; Test Results; Urban Youth
IDENTIFIERS- *District of Columbia

To test whether differences in academic performance exist between public and private schools, this report analyzes the mathematics scores from the 1996 National Assessment of Educational Progress (NAEP) taken by African American fourth and eighth graders in the District of Columbia's public and private schools. The typical, or average, African American eighth grader in a D.C. Catholic school performs better in math than 72% of his or her public school peers. The gap of 6.5% in fourth grade expands to 8.2% in eighth grade. Taken separately, the statistical effect of Catholic schooling is more important than a family's income or belonging to an intact family. In fact, the impact of Catholic schooling in Washington, D.C. has a greater effect on students than decreasing class size. Two appendixes contain discussions of the results of the statistical models used and a projection model for the mother's education. (SLD)

ED 440 210 UD 033 522

Bae, Yupin; Choy, Susan; Geddes, Claire; Sable, Jennifer; Snyder, Thomas
Trends in Educational Equity of Girls & Women.
PUB DATE- 00
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; Course Selection (Students); *Educational Attainment; Elementary Secondary Education; *Equal Education; *Females; Higher Education; Surveys

This statistical report responds to a request by Congress for a report on educational equity for girls and women. The report assembles a series of indicators that examine the extent to which males and females have access to the same educational opportunities, avail themselves of these opportunities, perform at the same level, succeed at the same rate, and obtain the same benefits. Data are drawn mainly from surveys conducted by the National Center for Education Statistics. The report begins with an overview that summarizes the major findings. A series of 44 indicators follows, beginning with preparation for school and moving through elementary and secondary education to postsecondary education, with a consideration of outcomes of education. Data show that in school and in college females are now doing as well or better than males on many indicators, and that the large gaps in educational attainment that once existed between men and women have in most cases been eliminated, and in others have significantly decreased. Women continue to lag behind males in mathematics and science achievement in high school, and they are less likely to major in these fields in college. Women are still under-represented in doctoral and first-degree professional programs, although they have made substantial gains in the last 25 years. (Contains 57 tables and 63 figures.) (SLD)

(VWC)

ED 439 757 JC 000 273

San Jose/Evergreen Community College District: Governing Board's Strategic Master Plan.
PUB DATE- 97
NOTE- 29p.; For the Information System Technology Planning report, see JC 000 272.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Community Development; Educational Opportunities; Educational Planning; *Educational Policy; Institutional Mission; *Long Range Planning; *Master Plans; *Organizational Objectives; Policy Formation; Strategic Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *San Jose Evergreen Community College District CA

This report presents San Jose/Evergreen Community College District Governing Board's Strategic Master Plan. This report summarizes the district's mission statement, goal statements, and board priorities. The San Jose/Evergreen Community College District is committed to providing open access and opportunity for success to its multi-ethnic community, which has diverse needs, interests, and abilities. By offering clearly defined avenues for successful completion of a quality academic transfer, or vocational education, the District is responsive to the community's present and future needs that lead to enrichment and improved quality of life. The Governing Board has adopted the following six broad goal statements: (1) quality/excellence in education; (2) equity in student access and success; (3) development of human resources; (4) efficiency; (5) equity in employment; and (6) fiscal stability. This report provides detailed narratives of the six goals and objectives, and looks at each of their assumptions and trends. Further the Governing Board has established a set of short-term board priorities within these six goals. Current board priorities are: (1) new technologies; (2) retention; (3) transfer; (4) recruitment of underrepresented students, faculty, and staff; (5) strategic planning; (6) ADA cap management; and (7) staff diversity. (VWC)

ED 439 758 JC 000 274

Miller, Richard I.; Finley, Charles; Vancko, Candace Shedd
Evaluating, Improving, and Judging Faculty Performance in Two-Year Colleges.
PUB DATE- 00
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjunct Faculty; Community Colleges; Educational Policy; *Evaluation Methods; Faculty College Relationship; *Faculty Development; Institutional Mission; Part Time Faculty; Teacher Effectiveness; *Teacher Improvement; Teaching (Occupation); *Two Year Colleges

This book provides a comprehensive picture of how faculty teaching evaluation can be improved, and focuses on improving faculty teaching in two-year colleges. Chapter 1 discusses ways and means for assessing an institution's climate for

Easing the Teasing SM : How We Can Help Kids Cope. A Guide for
  Parents and Educators.
PUB DATE- 99
NOTE- 78p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- *Children; *Coping; Elementary Education;
  *Elementary School Students; Emotional Development;
  Experiential Learning; Guides; Parent Child Relationship; *Peer
  Relationship; Social Development; *Stress Management; Teacher
  Student Relationship
IDENTIFIERS- *Teasing

Despite the best efforts of parents and educators, teasing continues to be a common stressor for many elementary school children. This guide provides information for parents, caregivers, and educators to teach children useful strategies to deal with teasing. It describes the types of teasing, what children are teased about, why children tease, reactions to teasing, and strategies that are effective for most children. Ten coping strategies are identified: (1) self-talk; (2) ignore; (3) the "I-Message"; (4) visualization; (5) reframing; (6) agree with the teaser; (7) the "So?" response; (8) respond to the tease with a compliment; (9) humor; and (10) ask for help. A survey to determine the nature and extent of teasing in a particular setting is included. Suggestions for educators include discussing teasing in the classroom, using literature to springboard discussion or writing, identifying teasing on television, and using experiential activities to elicit discussion about name-calling. Strategies for parents of teasers include imposing consequences for teasing, assessing why the child is teasing, providing empathy training, promoting and practicing appreciation of differences, and monitoring television viewing. Suggestions for parents of teased children include exploring the situation, encouraging expression of feelings, conveying empathy, reviewing parental behavior, promoting healthy friendship, and teaching the child coping strategies. Several samples of children's writing and drawing about teasing are included. (Contains 19 references.) (KB)

ED 439 778   PS 028 150

Wilson, Valerie, Ed.; Ogden-Smith, Jane, Ed.
Pre-School Educational Research: Linking Policy with Practice.
PUB DATE- 99
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports -
  Research/Technical (143)
DESCRIPTORS- Educational Improvement; *Educational Policy;
  *Educational Quality; *Educational Research; Educational
  Researchers; Effective Schools Research; Foreign Countries;
  Instructional Student Costs; *Parent Attitudes; Preschool
  Children; Preschool Curriculum; *Preschool Education; Research
  and Development; *Research Reports; Staff Development
IDENTIFIERS- *Scotland; Scottish Education Department

Based on the policy premise that good quality preschool education is an important contribution to children's emotional, social, and intellectual progress, this book reports the findings of the Scottish Officer Educational Research Unit's research

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Disadvantaged Environment; *Disadvantaged Youth; Economically Disadvantaged; *Educational Opportunities; Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *High Risk Students; Literacy; *Nonprofit Organizations; Nontraditional Education; Poverty; Poverty Areas; Program Descriptions; *Slum Environment; Volunteers
IDENTIFIERS- *India (Calcutta)

"Udbhas," which means "expression," is a non-profit organization founded in 1988 to spread literacy and promote post-literacy education among the underprivileged children in the slums of Calcutta, India. This paper describes the creation, work, and benefits to children of Udbhas. The paper notes that most of the organization's teachers are volunteers; classes are held in the open air with no permanent building. Forty children from the slums comprise the student body, and classes are held every day from 6:30 to 10:30 a.m. There are no tuition fees, and books and pencils are given free. In addition, Udbhas provides the children with free breakfast daily and clothes several times a year. The paper includes brief personal stories from children who have benefited from participation in Udbhas and concludes by noting that educators are in a position to bring organizations such as Udbhas to the notice of society, and thereby help more children. (EV)

ED 439 796 PS 028 400

Battle, Ken; Torjman, Sherri
Ottawa Should Help Build a National Early Childhood Development System.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Block Grants; Change Strategies; Child Advocacy; Child Development; Child Welfare; *Delivery Systems; *Early Childhood Education; Federal Aid; Federal Government; *Federal Programs; Foreign Countries; Government Role; Policy Analysis; *Policy Formation; Public Policy; Social Services
IDENTIFIERS- *Canada

This commentary focuses on the role of the Canadian federal government in early childhood development policy. The commentary begins by exploring the twin pillars of Canada's family policy, income support and services, then asserts that policy must move beyond these traditional provisions to offer early childhood development initiatives that will benefit children in all circumstances. The commentary further describes the "sorry" state of early childhood development in Canada, addressing the issues of early years learning, decreasing federal funding, inadequate supply and uneven quality, and children with disabilities. The commentary then advances three options for federal action on early childhood development: (1) creation of a National Child Development Fund, whose guiding principles would be comprehensiveness, universality, accessibility, quality, and accountability, with desirable practices of service integration, mixed delivery, and a community base; (2) block financing; and (3) federal-only measures. The commentary concludes by noting its strong support for option 1, although a combination of options 2 and 3 would decrease in the trends of child population, teenage birth rate, the number of children receiving economic assistance, teen violent deaths, and infant mortality; an increase in the trends in the number of dropouts, poverty, percent of low birth weight babies, and babies born to unwed mothers. The factbook concludes with information on Wyoming Children's Action Alliance Partnership, how adults can advocate for children, and members of Wyoming's 55th legislature. (HTH)

ED 439 815 PS 028 429

Warder, Kristin
Born in December: Ready for School?
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Age Differences; Enrollment; Individual Development; Learning Readiness; Performance Factors; Primary Education; *School Entrance Age; School Readiness; Sex Differences; Student Adjustment; Student Placement
IDENTIFIERS- Academic Redshirting; New York City Board of Education; *Season of Birth; Winter

This study examined the impact of pupil age at time of school entry in a large public school in Bronx, New York. Results from a literacy assessment were examined for kindergarten, first-, and second-grade students. The assessment rated children on their knowledge of the alphabet, sight-word vocabulary, phonemic awareness, reading, and writing mechanics. Test results were analyzed by birth date and gender. Findings indicated that: in kindergarten, 64 percent of children born in the first third of the year were at or above grade level on the alphabet/sight word portion of the test; 27 percent were at or above grade level on reading; and 4 percent were at or above grade level on writing mechanics. Findings for children born later in the year indicated that achievement did decrease with birth date, although not steadily. For first-graders, achievement decreased with birth date in the areas of alphabet, sight words, and reading, but did not consistently decrease in phonemic awareness or writing mechanics. For second-graders, achievement did decrease consistently with birth date in all testing areas, with the biggest gap between those born in the first and final thirds of the year. Also, female students achieved grade level more often than male students in almost all grades and months of birth. Based on these findings, it was concluded that moving the cut-off date for kindergarten entrance from December 31 to September 1 would help to lessen occurrences of failure among the youngest students. (Contains 18 references.) (EV)

ED 439 816 PS 028 430

Bergsten, Martha C.; Steketee, Martha Wade
The State of the Child in Pennsylvania: A 1999 Guide to Child Well-Being in Pennsylvania. State of the Child in Pennsylvania Fact Book Series.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Howard Heinz Endowment, Pittsburgh, PA.
PUB DATE- 99
NOTE- 321p.; For 1997 Guide, see ED 408 103. Some photographs and charts may not reproduce clearly.
LANGUAGE- English

DESCRIPTORS- *At Risk Persons; *Attachment Behavior; Child Development; Child Welfare; Emotional Development; Emotional Response; Infant Behavior; Infants; *Intervention; Mental Disorders; *Mental Health; *Parent Child Relationship; Toddlers
IDENTIFIERS- Attachment Disorders; Child Protective Services; *Security of Attachment

This paper summarizes the proceedings of a 1999 symposium on mental health in infants and toddlers, particularly the role of attachment, held at the University of Minnesota. Presentations by Kathryn Barnard of the University of Washington and Anne Gearity of the University of Minnesota are included. Following an introduction and conference overview, the paper presents Barnard's comments, "High Risk Families: The Emotionally Unavailable Parent and the Child," which assert the central importance to the infant of a secure attachment with the primary caregiver, and discusses a list of indicators to use in assessing emotional connection between primary caregiver and child. This paper also reports figures from the literature and from Barnard's own research that indicate that significant numbers of parents, especially among low-income families, have a history themselves of such insecure attachments that they cannot establish the critical emotional connection with their own children or with other helping adults. The paper discusses the attachment interview used to assess adult attachment and discusses interventions that may help caregivers, and thus protect their children's development. Gearity's presentation, "Response: Observations from the Field," discusses the importance of the attachment function in helping people tame traumatic experiences so that the trauma does not interfere with learning. This paper explains that unless there is a reparative process that helps insecurely attached parents to process old traumas, they will not be available for their child to form a secure attachment with them. This new learning must be provided with an affective component rather than purely cognitively. The paper also offers comments on child protection's role in this process. The proceedings also include a question/answer session, a panel commentary, closing comments, and conclusions. (EV)

ED 439 833   PS 028 452

Making Reasonable Efforts: A Permanent Home for Every Child.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 00
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption; Child Abuse; Child Neglect; *Child Welfare; *Compliance (Legal); *Federal Legislation; *Foster Care; Foster Children; Safety
IDENTIFIERS- *Adoption and Safe Families Act 1997; Adoption Assistance and Child Welfare Act 1980; Child Protective Services; Family Preservation Services; *Permanency Planning (Foster Care)

In 1980, Congress passed the Adoption Assistance and Child Welfare Act. The Act requires, in part, that states receiving federal monies under the Act make "reasonable efforts" to prevent the removal of children from their homes and, whenever possible, to reunify children placed in foster care with their families. In 1997, Congress passed the Adoption and Safe practices and neighborhoods; (3) families receiving welfare services; (4) parents becoming local advocates and leaders; and (5) kindergarten becoming a part of public schools. Home-community visits by residents from settlement houses resulted in: (1) reforming child labor practices and legislating compulsory education; (2) legislating housing reform and standards on public conveniences; and (3) introducing and promoting safe playgrounds. Home-community visits by visiting teachers from public schools resulted in prevention and amelioration of academic failure. The article concludes with 10 lessons contemporary educators can learn from historical home-community visits. (Contains 85 references.) (Author/LPP)

ED 439 852   PS 028 524

Drummond, Mary Jane
Comparisons in Early Years Education: History, Fact, and Fiction.
PUB DATE- 00
NOTE- 19p.; In ECRP Volume 2, Number 1; see PS 028 521. This is
  an edited version of the fourth W.A.L. Blyth Lecture, given at
  the University of Warwick, March 10, 1998. It was first
  published as an Occasional Paper by the Centre for Research in
  Elementary & Primary Education, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; Educational Environment;
  Educational History; *Educational Innovation; *Educational
  Philosophy; Educational Principles; Foreign Countries;
  Imagination; Teacher Student Relationship; *Teaching Methods;
  Values
IDENTIFIERS- Alcott (Bronson); Alcott (Louisa May); England;
  *Isaacs (Susan); Malting House School (England)

This article discusses the characteristics of three schools and considers what lessons modern educators might learn from them. The first school described is the Malting House school, where Susan Isaacs taught for several years. The Malting House school, which existed from 1924 to 1929 in Cambridge, England, teaches the lesson of looking, with attention, at everything that children do. The second school discussed is a present-day primary classroom in Hertfordshire, England, taught by Annabelle Dixon. This classroom demonstrates the relationship between an educator's core values and her pedagogical practices. The third school discussed is Louisa May Alcott's fictional school, Plumfield. The lesson learned from this school is the importance of the imagination, which teaches us to aspire to a more just and harmonious society. (Contains 26 references.) (Author/LPP)

ED 439 853   PS 028 525

Glassman, Michael; Whaley, Kimberlee
Dynamic Aims: The Use of Long-Term Projects in Early Childhood
  Classrooms in Light of Dewey's Educational Philosophy.
PUB DATE- 00
NOTE- 19p.; In: ECRP, Volume 2, Number 1; see PS 028 521.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; Discovery Learning; Educational
  Objectives; Educational Philosophy; Experiential Learning;

students would learn to keep track of their own behaviors. Peer tutors gave examples of target behaviors; taught participating students to use the self-recording sheet; and provided feedback, encouragement, and praise. Training was discontinued when appropriate self-recording was demonstrated, with 80 percent agreement between tutor and student, and reinstituted when agreement dropped below 80 percent. After training began, correct student performance of target behaviors rose dramatically. These gains continued through the maintenance condition without retraining for two students and with only two retraining sessions for the other three students. No problems were encountered that related to student ability to self-monitor or peer tutors' delivery of training. All students reported that their "fit" in the classroom improved after they learned to self-monitor. The findings confirm that peer tutors can effectively deliver instruction and that students with severe disabilities can learn to take control of their actions and increase their participation in inclusive settings. (SV)

ED 439 872 RC 022 344

Hider, Erin D.
A Qualitative Study of the Child, Family and Professional Factors That Influence the Use of Assistive Technology in Early Intervention.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); Case Studies; Disabilities; *Early Intervention; *Family Programs; Preschool Education; *Resident Camp Programs; *Young Children
IDENTIFIERS- *Technology Utilization

Factors involved in assistive technology use by young children with disabilities were explored through case studies of five families who had received intensive training at Camp Gizmo, an assistive technology camp for young children. Families, service providers, and preservice students in special education and speech language pathology engaged in a weeklong intensive training in assistive technology while the children participated in camp activities. The five children were aged 2-4. Each family was assigned a team of other families, early interventionists, teachers, and college students who observed the children as they tried out assistive devices. Each family documented the observations, kept family diaries, developed goals and action plans to use after camp, and participated in interviews before and after camp and 6-8 months later. Case studies include family background; assistive technology use before, during, and after camp; opportunities and barriers to assistive technology use; and effects of assistive technology use on the family. Findings indicate that Camp Gizmo had little impact on assistive technology use. All families increased use of assistive technology, but other factors contributed to the increase. Delivery system factors were the most important barriers to assistive technology use. Recommendations are offered regarding Camp Gizmo, professional training, and removing system barriers. (SV)

Collaboration in Special Education.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Computer Anxiety; *Distance Education; *Educational Cooperation; Higher Education; Rural Education; *Special Education; *Student Attitudes; Student Surveys; *Teacher Education; World Wide Web
IDENTIFIERS- *Web Sites

A Web site called the "Teachers Lounge" was created to enable group assignments for distance education students taking a televised teacher education course on collaboration and consultation in special education. The primary component of the Web site was case studies of four fictitious children in various grades whose teachers were seeking advice or information. Students participated by contributing to the Web site at least four times. A survey about their Internet use was returned by 53 students. The majority of students reported using online services at least several times per week, but most had never taken a course with an Internet or Web site component. The vast majority of students reported little or no anxiety about the Internet component of this course, although three students had very high levels of anxiety about using the site. A survey evaluating the Web site was returned by 51 students. Results found that students enjoyed the realism and quality of the vignettes and the comparing of others' perspectives on the situations to their own. Students wanted more frequent updates of information or more vignettes to respond to, and noted difficulties in accessing the site at various times. The bulletin board component of the Web site was not accessed as often as the vignettes. Thirty-seven students indicated that the activities increased their comfort about using an interactive Web site. Suggestions for improvement include additional collaboration among academic disciplines, students in related fields, and students from other regions. (TD)

ED 439 890 RC 022 362

Menlove, Ronda R.; Hansford, Dave; Lignugaris-Kraft, Benjamin
Creating a Community of Distance Learners: Putting Technology To Work.
PUB DATE- 00
NOTE- 8p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Higher Education; Internet; *Nontraditional Students; *Preservice Teacher Education; Rural Education; Special Education; Teacher Student Relationship; *Teleconferencing
IDENTIFIERS- Learning Communities; *Student Support Services;

*Transportation
IDENTIFIERS- *4 H Programs

This curriculum packet includes a teacher's introduction and five curriculum units that explore how transportation needs affect the environment, including the quality of air and water, habitat, and global climate. These materials encourage teens to apply wisdom, ingenuity, and sound science to the choices they make. Units are: (1) "Introduction--Going Places, Making Choices"; (2) "Unit 1--Cruise through History, A Look at Where We've Been and Where We're Going"; (3) "Unit 2--Natural Resources and Energy Use"; (4) "Unit 3--Sweating Over Climate Change, Air Pollution and Climate Change"; (5) "Unit 4--Land Use, Leaving Our Imprint on Earth"; and (6) "Unit 5--A Matter of Choice, Going Places, Making Choices, Taking Action." (CCM)

ED 439 910 SE 063 270

Beals, Kevin; Erickson, John; Sneider, Cary
Messages from Space: The Solar System and Beyond. Grades 508. Teacher's Guide. Great Explorations in Science (GEMS).
PUB DATE- 00
NOTE- 190p.; Supported by the Employees Community Fund of Boeing California and the Boeing Corporation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; *Communications; Elementary Education; *Science Activities; *Science and Society; Science Fiction; Science Instruction; Social Studies; Solar System; *Space Exploration; *Space Sciences; Teaching Guides; Technology Education
IDENTIFIERS- *Extraterrestrial Life

Building on collaborative work between the Search for Extraterrestrial Intelligence (SETI) Institute and the Lawrence Hall of Science, this curriculum takes advantage of humans' fascination with extraterrestrials to catalyze the study of the solar system and beyond. The unit begins when students attempt to decode a fictitious message from outer space. Imagining that they are SETI scientists, students begin to analyze where in our solar system and beyond there may be conditions favorable for life. Students investigate how our solar system and other planetary systems may have formed, and consider how information about our solar system fits into a bigger picture of the universe. This book includes background information for teachers and diverse resources. Teachers do not need to have special knowledge of astronomy to present this unit successfully. (WRM)

ED 439 911 SE 063 274

Thorson, Annette, Ed.
Assessment That Informs Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 89p.; The subtitle of this serial is "A Magazine for Classroom Innovators." For the previous issue, see ED 437 287.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

levels--fourth, eighth, and twelfth. (CCM)

ED 439 938 SE 063 378

Case, Jennifer; Gunstone, Richard; Lewis, Alison
Approaches to Learning in a Second Year Chemical Engineering Course.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (73rd, New Orleans, LA, April 28-May 1, 2000). This paper is based on Ph.D. work in progress.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; Chemistry; *Engineering Education; Higher Education; Learning Processes; *Learning Strategies

Previous findings from the study within which this research is located had uncovered students' approaches to learning in the context of a second year chemical engineering course. Using an analysis of students' reflections on their experience, the study has shown the existence of three approaches to learning in this context: an 'information-based' approach in which the intention is to gather and memorize definitions and formulae; an 'algorithmic' approach, in which the focus is on being able to do numerical calculations; and a 'conceptual approach', in which the main emphasis is on understanding, similar to the original formulation of the 'deep' approach (Marton and Saljo, 1976). In the research presented in this paper, students' responses to five conceptual probes based on a recycle system were analyzed, as well as their responses to a question regarding the purposes of related worked examples that were presented in class. This research supported the previous findings regarding the validity of the approaches that had been identified, gave an illustration of how these approaches manifested 'in action', and provided further evidence of the approaches used by individual students. (Contains 16 references.) (Author/CCM)

ED 439 939 SE 063 380

Huinker, DeAnn; Pearson, Gretchen; Posnanski, Tracy; Coan, Cheryl; Porter, Corrie
First Year Site Visits to Milwaukee Urban Systemic Initiative Schools. A Report on the Milwaukee Public Schools Milwaukee Urban Systemic Initiative.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 89p.; For another report from the Center for Mathematics, see SE 063 381-384.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Educational Change; Elementary Secondary Education; Equal Education; *Mathematics Achievement; Mathematics Instruction; Mathematics Teachers; Principals; Questionnaires; *Science Achievement; Science Instruction; Science Teachers; State Programs; Student Attitudes; Teacher Attitudes; Teaching Methods; Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI; Systemic Educational Reform

The Urban Systemic Initiatives (USI) program is an effort

D: Mathematics, Science, and Technology Education; v8 n3 p93-101 Sep 1998; see ED 427 941.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement; Discovery Learning; Earth Science; Foreign Countries; Grade 9; *Inquiry; Junior High School Students; Junior High Schools; Learning Processes; Science Education; *Student Attitudes

This paper summarizes two companion studies that were designed to investigate the impacts of an inquiry teaching method on Earth science students' achievement and attitudes towards Earth science in secondary schools. Subjects were 557 students (9th grade) enrolled in 14 Earth science classes. Two Earth science units, including topics of astronomy and meteorology, were developed and taught using the inquiry-oriented instructional model. The experiment group (n=284) received inquiry-oriented instruction while the control group (n=237) received a more traditional approach over an eight-week period. The dependent variables were measured through the use of: (1) the Earth Science Achievement Test to assess Earth science students' achievement; and (2) the Attitudes toward Earth Science Inventory to measure students' attitudes toward Earth science. Quantitative data were collected on students' pre- and post-treatment achievement and attitudes toward Earth science measures. Analysis of covariance revealed that: (1) the inquiry-oriented instructional method produced significantly greater achievement among ninth grade Earth science students than the conventional teaching approach on both astronomy content (F=9.45, p 0.01) and meteorology content (F=8.41, p 0.01); and (2) students in the experimental group developed significantly more positive attitudes toward Earth science than did those in the control group (F=9.07, p 0.01). In light of these two studies, it is therefore suggested that students can learn Earth science through the inquiry approach. In addition, these findings support the notion that effective instruction of Earth science, such as inquiry-oriented instruction, should be proposed and implemented in secondary schools. The author's abstract in Chinese is included at the end of the document. (Contains 34 references.) (Author/CCM)

ED 439 959 SE 063 404

Farawi, Sufian A.
Looking Forward, Looking Backward: An Investigation of Students' Understanding of the Nature of Science.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000). One page contains smudged text.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Knowledge Base for Teaching; *Science Instruction; Scientific Concepts; *Scientific Principles; Teaching Methods

This paper examines and tests the assumptions that a curriculum which adequately portrays instructional strategies (related to teaching the nature of science, science curricular content, and teachers' views of the nature of science) will increase students' understanding of the nature of science. This study was conducted over a 16-week period. A pretest-posttest nonequivalent-groups design was utilized to investigate seven

Resolutions"; (8) "Constitutional and Legal Questions"; (9) "Financial Questions"; (10) "Staff Questions"; (11) "Headquarters Questions"; (12) "Methods of Work of the Organization"; and (13) "Twenty-Ninth Session of the General Conference." In the second volume, each of the 5 program commissions, as well as the Administrative Commission, the joint Programme and Administrative Commission, and the Legal Committee, has a report with resolutions and suggested budgetary figures. Items for discussion under each report are also presented. The third volume lists the complete proceedings in 6 different languages. (EH)

ED 439 980   SO 028 843

Baneszak, Ronald A., Ed.; Khadjenouri, Carol Adair; Laugen, Linda
Multidisciplinary Civics Lessons. Teacher's Handbook. Our Democracy: How America Works Series.
SPONS. AGENCY- Pacific Telesis Foundation, San Francisco, CA.
PUB DATE- 91
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Grade 8; Grade 9; Instructional Materials; *Interdisciplinary Approach; Junior High Schools; *Law Related Education; Political Science; Public Affairs Education; Social Studies

The lessons in this handbook are multidisciplinary, integrating social, legal, economic, and political content presented in new and thought-provoking ways. The lessons may be used in existing courses for grades 8 and 9 or in creating an interdisciplinary course focusing on civic education. The lessons are entitled: (1) "'More Than Just a Set of Wheels': Gearing Up for Car Ownership"; (2) "Jets over the School Yard: A Dilemma for Students in Megalopolis"; (3) "The Battle over EasyStop: Opposing Viewpoints"; (4) "A Day in the Life of the President"; and (5) "Property and Progress." Information also is provided for teaching a multidisciplinary civics course and using "Our Democracy" project. The volume concludes with a summary and three appendices. (Contains 14 references.) (EH)

ED 439 981   SO 028 925

Chase, Valerie
The Changing Chesapeake: An Introduction to the Natural History and Cultural History of the Chesapeake Bay. Revised.
PUB DATE- 91
NOTE- 73p.; Designed and illustrated by Cynthia A. Belcher. For the publication "Living in Water," see ED 431 587. Development and printing also supported by the Chesapeake Bay Trust.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indians; *Change; *Conservation (Environment); *Ecology; Elementary Secondary Education; Environment; *Environmental Education; Natural Resources; Physical Geography; Social Studies; *United States History; Water Pollution; Water Resources
IDENTIFIERS- *Chesapeake Bay

This book is about changes in the Chesapeake Bay, its animals, plants, and the surrounding land during the last 15,000 years.

Elementary Education; Field Trips; *Heritage Education;
Historic Sites; History Instruction; *Primary Sources; *Social
Studies; *State History; United States History
IDENTIFIERS- *Wilsons Creek National Battlefield MO

This educational guide is organized to help elementary grade students make the most of their study of and visit to Wilson's Creek National Battlefield (Republic, Missouri), the site of an August 1861 struggle between Union and Confederate forces for control of Missouri. The packet is divided into the following sections: (1) Educational Group Reservation Form; (2) Outline of the Traveling Trunk Program (for classes that cannot visit the park or who wish to reinforce concepts learned before or after their battlefield visit; each trunk contains a collection of items for demonstrations or hands-on activities related to the soldiers' daily lives); (3) Historical Background and Glossary (information on the Civil War); (4) Pre- and Post-Visit Objectives and Activities (different objectives for grades 1-2, grades 3-4, and grades 5-6; activities 1-12 can orient students to the Civil War and the Battle of Wilson's Creek); (5) Outline of Battlefield Visit; (6) Suggested Readings (26 items); and (7) Comments and Suggestions. (BT)

ED 440 003 SO 031 333

Proposed Academic Standards for Civics and Government--05/10/99.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Citizenship Education; *Civics;
Elementary Secondary Education; Government Role; International
Relations; Political Science; Public Schools; Social Studies;
*State Standards; Student Educational Objectives; *United
States Government (Course)
IDENTIFIERS- *Pennsylvania

Public schools in Pennsylvania were created to educate children to be useful citizens, loyal to the principles upon which the nation was founded, and aware of their duties as citizens to maintain those ideals. This document includes 4 critical elements of civics and government standards that describe what students should know and be able to demonstrate: (1) Principles and Documents of Government; (2) Rights and Responsibilities of Citizenship; (3) How Government Works; and (4) How International Relations Function. The four proposed standards in the document each have a separate list of student objectives for grade 3, grade 6, grade 9, and grade 12. A glossary is included to assist the reader in understanding terminology contained in the standards. (BT)

ED 440 004 SO 031 335

Oliker, Michael A., Ed.; Blacker, David, Ed.; Cunningham, Craig,
Ed.; Stark, Thomas I., Ed.
Proceedings of the Midwest Philosophy of Education Society, 1997-1998.
PUB DATE- 99
NOTE- 399p.; For the 1995-1996 proceedings, see ED 413 282.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship Education; Critical Thinking;
Educational History; *Educational Philosophy; Higher Education;
*Recognition (Achievement); *Scholarship

selected for the kit, whether it be a photograph, a broadside, a map, or a private letter, reflects a meaningful part of the state of Maryland and U.S. history. The kit provides educators with an opportunity to use primary documents from Maryland's history with activities that support performance instruction, and can be used to teach economics, political science, civics, geography, and other components of social studies. The kit is divided into the following sections: (1) "An Introduction to the Primary Source Kit"; (2) "Key to the Primary Source Icons"; and (3) "Primary Sources and Context Pages. The kit may be used to introduce new topics in the curriculum; to facilitate discussion in the classroom; capture students' interest by looking at issues through a "local lens"; to involve students in cooperative learning teams; to develop and refine students' analytical and problem-solving skills; to encourage students to carry out historical research; and to initiate National History Day projects. (BT)

ED 440 024 SO 031 636

Encountering Maryland's Past. Volume 2: Turning Points in History. A Primary Source Kit from the Maryland Historical Society.
PUB DATE- 99
NOTE- 222p.; Source kit also funded by Columbia Gas of Maryland, Maryland State Department of Education, Maryland's History Day Program, and the Rouse Company Foundation. For volume 1 and the teacher guide, see SO 031 635-637. Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Standards; Elementary Secondary Education; *Local History; *Primary Sources; Social Studies; *State History; State Standards; Student Research; *United States History
IDENTIFIERS- *Maryland; Maryland Historical Society; National History Day

This primary source kit supports the study of history in the elementary, middle, and high school levels. Each primary source selected for the kit, whether it be a photograph, a broadside, a map, or a private letter, reflects a meaningful part of Maryland and U.S. history. The kit provides educators with an opportunity to use primary documents from Maryland history with activities that support performance instruction; it can be used to teach economics, political science, civics, geography, and other facets of social studies. The kit is divided into the following sections: (1) "An Introduction to the Primary Source Kit"; (2) "Key to the Primary Source Icons"; (3) "The Top Ten" for Elementary School Students; (4) "Correlation of Sources with MSPAP and Core Learning Goals for Social Studies"; and (5) "Primary Sources and Context Pages." The kit may be used to introduce new topics in the curriculum; to facilitate discussion in the classroom; to capture students' interest by looking at issues through a "local lens"; to develop and refine students' analytical and problem-solving skills; to encourage students to carry out historical research; and to initiate National History Day projects. (BT)

ED 440 025 SO 031 637

Encountering Maryland's Past: A Teacher's Guide to Interpreting Primary Sources. A Reproducible Worksheet Set from the Maryland children will be better able to cope and deal with life events that cause them to be placed in contact with the courts. School systems should consider developing age-appropriate curriculum interventions which teach children the functional aspects of the law. The current curriculum teaches children about the role the judicial system plays in the U.S. government, but often ignores how the law affects children on a personal level. A classroom visit by a lawyer can be a beneficial way to help children understand the role lawyers play in the legal process. An infusion process works with younger children, while a special presentation approach is more appropriate with older children. By infusing functional law into the school system, teachers and principals help younger children know how to cope with the legal process; and older children are able to make decisions based on factual information. (BT)

ED 440 045 SO 031 744

Faccini, Benedict
Recycled Rags, Renewed Lives. Education To Fight Exclusion
Project. Innovations for Youth No. 3.
PUB DATE- 99
NOTE- 46p.; For issue number 2, see ED 429 928. Color photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Community; Community Development; *Empowerment; Foreign Countries; Job Skills; Literacy; Mathematics Skills; Productivity; Quality of Life; *Recycling; *Solid Wastes
IDENTIFIERS- *Egypt (Cairo)

This booklet should be of interest to educators and people seeking to understand the mechanisms of exclusion and the forging of new paths towards community empowerment and basic education skills. Many inhabitants of Cairo, Egypt, depend on the zabbaleen/garbage collectors but know very little of these people who make their way up and down the city's crowded streets every day picking up and recovering refuse. If they looked into the zabbaleen's history and that of the garbage neighborhood of Mokattam, they would discover a busy world where inventiveness and the need to survive have given birth to new ways of looking at the environment, basic education, and development. Since 1984, the Association for the Protection of the Environment (A.P.E.) has been working with the zabbaleen in improving living conditions and bringing about change. The result is a series of impressive programs where literacy, numeracy and health are combined with practical skills, rag and paper recycling units, neighborhood upgrading schemes, an organic compost plant, a children's club, a nursery and much more. Today, the zabbaleen, in collaboration with A.P.E., are taking their skills and programs beyond their neighborhood of Mokattum to other garbage villages around Cairo, to South Sinai and abroad. This spread of expertise shows how waste management can become an entry point for the empowerment of the excluded. (LB)

ED 440 046 SO 031 752

Frese, Millie K., Ed.
Home and Family Life.
PUB DATE- 96
NOTE- 34p.; Theme issue. Published Quarterly. Photographs may not

factual knowledge teachers should have. However, there are no pedagogical skills outlined for the content areas. Florida determines whether or not institutions are ensuring the competence of their graduates by requiring that they answer three critical questions via an Institutional Program Evaluation Plan. The paper concludes by making suggestions about how to meet the challenge of program accountability. (SM)

ED 440 064 SP 039 104

Carney, Joanne M.
What Do Preservice Teacher Educators Need To Know about Technology? Using ISTE/NCATE Standards To Define and Develop Competencies.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Graduate Students; Higher Education; Portfolios (Background Materials); Preservice Teacher Education; Staff Development; Teacher Improvement; *Teaching Assistants
IDENTIFIERS- Electronic Portfolios; University of Washington

This paper discusses the need to prepare teachers who are knowledgeable about current practices in technology and able to integrate computers into their own teaching, proposing that teaching assistants (TAs) be targeted for professional development in technology. The paper explains the rationale for making this recommendation and outlines the steps taken by the University of Washington to implement it in the teacher education program (TEP). The university planners believed that because TAs occupy a strategic position, providing them with professional development in technology would have immediate effects in courses. The program that was developed had four main parts. Planners began by incorporating International Society for Technology in Education/National Council for Accreditation of Teacher Education technology standards into preservice teacher education goals and targets. Next, they administered a survey to determine exactly what technology skills the TAs had. Then, they worked to improve the TA's skills through a series of workshops during a weekly seminar. Finally, they encouraged TAs to join TEP students in learning how to construct electronic portfolios. Two appendixes offer data on TA and TEP student computer competency and TA and TEP student computer skills. (Contains 16 references.) (SM)

ED 440 065 SP 039 105

Avalos, Beatrice
Policy and Practice in the Improvement of Initial Teacher Education in Chile.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Kid: How Privileged Parents Undermine School Reform." Part 3, "Unquestioned Assumptions about Children," includes: (10) "Suffer the Restless Children: Unsettling Questions about the ADHD Label"; (11) "The Truth about Self-Esteem"; and (12) "Television and Children: ReViewing the Evidence." Part 4, "Business as Usual," includes: (13) "The Five-Hundred-Pound Gorilla"; (14) "The False Premises of School Choice Plans"; (15) "Students Don't 'Work'--They Learn"; and (16) "The Littlest Customers: TQM Goes to School." Part 5, "Lessons Learned," includes: (17) "Caring Kids: The Role of Schools"; (18) "Choices for Children: Why and How To Let Students Decide"; and (19) "What To Look for in a Classroom." (SM)

ED 440 083 SP 039 126

Weil, Danny, Ed.; Anderson, Holly Kathleen, Ed.
Perspectives in Critical Thinking: Essays by Teachers in Theory
  and Practice. Counterpoints: Studies in the Postmodern Theory
  of Education, Vol. 110.
PUB DATE- 00
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Art Education; Citizen Participation; Cognitive
  Development; *Critical Thinking; Elementary Secondary
  Education; Journal Writing; Mathematics Education; Science
  Education; Service Learning; Story Telling; Student Attitudes;
  *Thinking Skills
IDENTIFIERS- Critical Pedagogy; Reflective Thinking

This publication presents essays that offer exemplary teaching practices and theoretical discussions concerning critical thinking. Covering a wide range of topics, the essays include a varied selection of readings that contemplate how teaching can become a powerful experience for both educators and students. The essays focus on classroom learning within a critical theoretical context and offer immediate strategies, techniques, and examples designed for educators interested in transforming learning into a profound experience. The essays are: "Introduction" (Danny Weil and Holly Kathleen Anderson); "Learning To Reason Dialectically: Teaching Primary Students To Reason within Different Points of View" (Danny Weil); "Making Critical Thinking Critical" (Joe L. Kincheloe); "Eight Critical Points for Mathematics" (Peter M. Applebaum); "Storytelling in the Classroom: Crossing Vexed Chasms" (Greg Sarris); "The Role of Service-Learning in Critical Thinking" (Nancy P. Kraft); "Inviting Youth into Civic Action" (Janice L. View); "Becoming a Critical Teacher" (Raymond A. Horn, Jr.); "Using a Journal To Develop Reflective and Critical Thinking Skills in Classroom Settings" (Valerie J. Janesick); "Just Doing It: Towards a Critical Thinking of Visual Culture" (Kevin Tavin); and "Critical Thinking in Science--How Do We Recognize It? Do We Foster It?" (David B. Pushkin). (SM)

ED 440 084 SP 039 128

Simmons, Anne
A Guide to Today's Teacher Recruitment Challenges. RNT Toolkit.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 00
NOTE- 32p.; Additional funding made available by the Lilly
  Endowment, the Carnegie Corporation of New York, and the Knight
  Foundation.
LANGUAGE- English

research study. (SM)

ED 440 103 SP 039 154

Garcia-Gonzalez, Rebeca
Is It a Dream? Critical Pedagogy in Bilingual, Elementary Classrooms.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingual Teachers; *Critical Thinking; Educational Environment; Elementary Education; Elementary School Teachers; Teacher Attitudes; Time Factors (Learning)
IDENTIFIERS- California; *Critical Pedagogy

This study documented the critical practices of four bilingual elementary teachers through ethnographic methods. The research questions focused on their definitions of critical pedagogy and on the influence of the teachers' biographies and school environment on their practices. Data collection at two California Bay Area schools included individual interviews with the teachers, the school leaders, and the students, as well as weekly observations of the schools and classrooms. The multiple case study analysis unveiled practices centered on: respect for the students' families and language; teaching to embrace difference; a curriculum inclusive of the students' life experiences; the planning of self-directed learning experiences; and the inclusion of student choice. The school environment influenced the implementation of critical pedagogy in positive and negative ways. Although the leadership at these liberal schools encouraged critical practices, the lack of resources and time to plan consumed the teachers' energy. (Contains 40 references.) (Author/SM)

ED 440 104 SP 039 155

Tirri, Kirsi; Husu, Jukka
Uncovering a Relational Epistemology of Ethical Dilemmas in Early Childhood Education.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Conflict of Interest; *Early Childhood Education; Elementary School Teachers; *Ethics; Foreign Countries; *Moral Values; Parent Teacher Cooperation; Personal Narratives; Preschool Teachers; *Teacher Attitudes; *Teacher Responsibility
IDENTIFIERS- *Caring; Finland; *Virtues

This paper discusses ethical dilemmas in early childhood education as identified by 26 kindergarten and early elementary school teachers. Ethical dilemmas are investigated in the theoretical framework of virtue epistemology. The method used in the study is a relational reading of teachers' narratives. Interpretive accounts are created to allow room for both care skills, and attitudes regarding working with underserved populations, the Service Learning Instrument-Health Professional (SLI-HP) was designed. This instrument measures both student experiences and changes in attitudes, skills, and knowledge resulting from participation in the service learning model. In its pilot administration, the SLI-HP was completed by 53 health profession students. No problems were found with item clarity or respondent's answering. Reliability analysis for the 23 items of the pretest yielded an alpha of 0.85. Copies of the SLP-HP pretest and posttest are attached. (SLD)

ED 443 126 TM 030 778

Ediger, Marlow
Making Comparisons among Schools: The Report Card.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Analysis; Elementary Secondary Education; *Institutional Characteristics; *Report Cards; *Schools; Test Results; Test Use

When schools are compared, there are variables that need to be considered because the playing field is not level. This paper discusses concepts and generalizations that must be understood to interpret test results and school report cards properly. There are many limitations in using test results to compare schools, particularly since students may be tested once a year at the most. The "one size fits all" approach of standardized testing fails to give a true picture of student learning and school effectiveness. Report cards for schools frequently omit important information such as expenditures, resources, and the condition of the school facilities. There are many problems in comparing longitudinal groups of students that may result from characteristics of the tests taken in different years or from differences in student characteristics. New assessment techniques, including portfolios, offer promise for providing data about schools, but care must be taken in comparisons based on qualitative data as well as comparisons based on quantitative data. (Contains 10 references.) (SLD)

ED 443 127 TM 030 779

Ediger, Marlow
Assessment with Portfolio and Rubric Use.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Elementary Secondary Education; Performance Based Assessment; *Portfolio Assessment; *Scoring Rubrics; *Student Evaluation; Test Use

The use of portfolios and rubrics in assessment developed in part as a reaction to limitations of standardized tests for student evaluation. Portfolios relate directly to what students are learning, but there are many problems in evaluating their contents. These center on: (1) time involved in scoring; (2) lack of validity statistics; (3) relative absence of reliability data in comparison with standardized tests; (4) vagueness in reporting portfolio results; and (5) the necessity determined what the students knew about explorers, she instructed the students to choose one question, either one of their own or one from another group, and do research and discover the answer. The students were then asked to take a series of weeks to prepare a report, both written and visual, to present to the school community. Over the next several weeks, the students researched at the school library, connected to the Internet, and looked at classroom resources on their topics. The teacher's role became more of a coach in which the shift of responsibility for learning was on the student. As a result, she watched the students enter the world of discovery and inquiry on a topic that genuinely engaged the entire class. The project was a complete success; two of her groups gave very impressive and sophisticated presentations on the topics of "navigation" and "supplies". The teacher noted, "It's amazing how smart kids get when you teach them this way." However soon after the completion of the exploration project, the principal called a faculty meeting. He made a direct order to the school teachers stating, "Don't teach anything that isn't on the Iowa test". He then reminded the teachers about probation, testing success, and job security. After the meeting, the fifth grade teacher felt compelled to return to a traditional classroom setting and abandon her efforts toward a student-centered pedagogy. When faced with the pressure of high-stakes assessment, sadly, the teacher returned to a more teacher-directed classroom where students were once again isolated from one another. She stated, "The constructivist stuff is nice, but we have real work to do now." (Contains 4 figures and 16 references.) (SLD)

ED 440 147   TM 030 759

Texas Student Assessment Program. Student Performance Results, 1996-1997. TAAS and End-of-Course Examinations and Other Studies. Statewide and Regional Results.
PUB DATE- 98
NOTE- 470p.; For 1997-1998 Texas Student Assessment Program, see ED 438 286.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Algebra; Biology; *Educational Trends; Elementary Secondary Education; Spanish; State Programs; Tables (Data); Test Format; *Test Results; Testing Programs
IDENTIFIERS- Texas; *Texas Assessment of Academic Skills

This report presents results from the Texas Assessment of Academic Skills (TAAS) tests administered in the spring of 1997 and results from end of course tests in Algebra and Biology. Only a slight decrease in the percentage passing the eighth-grade social studies test marred the otherwise across-the-board rise in percentages meeting minimum expectations at all levels. The increased passing rate occurred even as the number of students tested rose by approximately 58,000 students. Following an Executive Summary, the second section of the report provides an assessment program overview and discusses performance standards, benchmarking, test security, and results reporting format. The third section contains TAAS results by grade level for the exit level tests and for grades 3 through 8. Spanish TAAS test results for grades 3 and 4 are included. Section 4 contains results from the TAAS benchmarked tests and Spanish version tests for grades 4 through 6. Section 5 presents results for the Algebra I and Biology I End-of-Course

ED 440 168 UD 033 458

Lessons from the Field: Profiling City Alcohol, Tobacco & Other Drug Problems.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; Drinking; *Drug Abuse; *Evaluation Methods; *Measurement Techniques; Profiles; Smoking; *Tobacco; *Urban Areas

This document is a guide to producing city profiles of alcohol, tobacco, and other drug problems. Adequate data are necessary to design interventions and local drug strategies tailored to the area, and profiles meet this need. Although each city is unique, the steps required to produce a profile are predictable. The guide describes five essential phases for producing city profiles of alcohol, tobacco, and other drugs. It connects the goals for each project phase to specific steps, including key decisions, challenges, and strategies related to each goal. The phases are: (1) getting started; (2) gathering data; (3) investigating programs; (4) producing the report; and (5) looking ahead. The guide also contains examples of standard forms that Drug Strategies has found useful in conducting profile research. (Contains 51 references.) (SLD)

ED 440 169 UD 033 459

Lessons from the Field: Profiling State Alcohol, Tobacco & Other Drug Problems.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; Drinking; *Drug Abuse; *Evaluation Methods; *Measurement Techniques; Profiles; Smoking; *State Norms; *Tobacco

This document is a step-by-step guide to profiling statewide alcohol, tobacco, and other drug problems and policies. Profiles of this sort capture the complexity of alcohol, tobacco, and other drug abuse indicators at the local level, incorporating data from a range of disciplines and making it possible to design data-driven interventions. The guide is intended for use by public or private agencies. Each state is unique, but the steps required to produce a profile are predictable. They are: (1) getting started; (2) gathering data; (3) investigating programs; (4) producing the report; and (5) looking ahead. For each project phase, the guide provides a task list with specific goals. Each chapter contains examples of challenges faced by compilers of other profiles. The guide also includes examples of standard forms that Drug Strategies has found useful in conducting profile research. (Contains 41 references.) (SLD)

ARCO Foundation, Los Angeles, CA.; California Wellness Foundation.; Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.; Foundation for Child Development, New York, NY.; Robert Wood Johnson Foundation, New Brunswick, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Kellogg Foundation, Battle Creek, MI.; KPMG Peat Marwick, Washington, DC. Policy Economic Group.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 53p.; Support provided by the Morino Institute, AOL Foundation, AT&T Foundation, California Community Foundation, The California Endowment, Coalition of Community Foundations for Youth, Nancy M. Daly Foundation, Joseph Drown Foundation, The Favrot Foundation, The Johnson Foundation, Mattel Children's Foundation, Microsoft Corporation, MSNBC, Pacific Bell, Southern California Edison, and the Streisand Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Economic Factors; *Internet; *Low Income Groups; Minority Groups; Socioeconomic Status; *Telecommunications; Trend Analysis; Use Studies
IDENTIFIERS- *Access to Computers

This report analyzes the "digital divide" between those who have access to online information and opportunities and those who do not. The research included discussion groups with more than 100 low-income Internet users, interviews with nearly 100 community technology leaders and other experts, analysis of 1,000 Web sites, and a review of the literature and promising activities across the United States. The analysis shows that, although many underserved communities are gaining access to the Internet, many are not benefiting fully because of barriers they face related to content. The most far-reaching barrier is the scarcity of information regarding user's local communities. Other barriers include literacy limitations, language barriers, and the lack of cultural diversity in Internet content. A conservative estimate is that at least 50 million U.S. residents, roughly 20%, face 1 or more content-related barriers that leave them underserved. Focus groups have defined the things that adult and younger users want, and these wants have been used to develop three strategies to promote a positive information society: (1) start with what can be done immediately; (2) put in place a new national strategy that leads and supports communities as they use the new online tools to tackle real community concerns and ensure that no Americans are left out; and (3) carry out the research and development needed for the knowledge base that ensures effective community and national efforts. Six appendixes contain a list of people interviewed for the analysis, content categories used, a list of online resources analyzed, the content criteria used, examples of online content for the underserved, and a list of information resources used. (Contains 59 endnotes.) (SLD)

ED 440 191 UD 033 486

GLSEN's National School Climate Survey: Lesbian, Gay, Bisexual and Transgender Students and Their Experiences in School. Blackboard On-Line: The Web site of the Gay, Lesbian, and Straight Education Network.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

evaluating, improving, and judging faculty performance. Chapter 2 focuses on teaching, also discussing the importance of having statements of institutional values and operational policies and procedures that are related to evaluation. Chapter 3 addresses the response to the growing impact of part-time faculty on the overall quality of instruction in two-year colleges today. Its goal is to ensure that adjunct instructors receive evaluation and development efforts that are both appropriate and helpful. Chapter 4 is about designing faculty evaluation systems. Chapter 5 focuses on improving teaching performance, and applies to new and experienced faculty members alike. Chapter 6 discusses designing and implementing professional improvement programs, including organizational patterns and models. Chapter 7 focuses on making decisions on instructional personnel. Chapter 8 looks into preparing instructors for the next century, outlining seven futures and seven decade needs that will impact significantly upon future thinking and planning for improving faculty performance into the twenty-first century. An epilogue adds perspective, and a number of appendices provide valuable supplementary materials to the chapters in the text. (Contains 160 references.) (VWC)

ED 439 759 JC 000 275

Report on Admission of Students under the Age of Eighteen, (A.R.S. 15-1821), FY 1998-1999.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Admission; College Attendance; *College Credits; *Community Colleges; *Course Descriptions; *Enrollment Trends; High School Students; *Nontraditional Students; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Arizona

This report is the State Board of Directors for Community College of Arizona's 1998-1999 Report on Admission of Students under the Age of Eighteen. This report includes the number of students under the age of eighteen who had not yet attained a high school diploma or high school certificate of equivalency and who are enrolled in a community college course or program for credit during the time period of September, 1998 through August, 1999. This annual report includes the number of students who were enrolled and a general narrative of the types of courses or programs in which the students were enrolled. This report begins with charts of district enrollment trends (fiscal years 1996-1997 to 1998-1999) by community college district, and within Maricopa County Community College. The remainder of the report provides the number of students enrolled in specific courses, the total number of these students, and, for some colleges, course descriptions. Data are provided for the following community colleges: (1) Cochise; (2) Coconino; (3) Eastern Arizona; (4) Chandler-Gilbert; (5) Estrella Mountain; (6) GateWay; (7) Glendale; (8) Paradise Valley; (9) Phoenix; (10) Rio Salado; (11) Scottsdale; (12) South Mountain; (13) Mohave; (14) Northland Pioneer; (15) Pima; (16) Central Arizona; (17) Yavapai; and (18) Arizona Western. (VWC)

ED 439 760 JC 000 276

Phillippe, Kent A.; Valiga, Michael J.

program, which looked at various aspects of preschool education in Scotland. The areas investigated include: previous research findings; staff development issues for those involved in delivering preschool education; the costs of delivering services; partnerships between local authorities and other service providers; parents'/carers' perceptions of preschool education; the preschool voucher initiative; and record keeping for preschool children. Following an introduction, "Pre-School Education: The Scottish Research Programme" (Valerie Wilson and Jane Ogden-Smith), part one of the book focuses on the issue of quality. This part contains the following chapters: (1) "Pre-school Education and Childcare in Scotland--Setting the Scene" (Ann Mooney and A.G. Munton); (2) "Tracking Children's Progress: Record Keeping in the Pre-school Years" (J. Eric Wilkinson, Joyce Watt, Angela Napuk, and Barbara Normand); (3) "Meeting Children's Education Needs: The Role of Staff and Staff Development" (Christine Stephen, Sally Brown, Peter Cope, and Steve Waterhouse); and (4) "What Do Parents Really Want from Pre-School Education?" (Christine Howe, Hugh Foot, Bill Cheyne, Melody Terras, and Catherine Rattray). Part two focuses on extending provisions and contains the following chapters: (5) "Vouchers, Parents and Providers" (Christine Stephen, Leslie Low, Sally Brown, David Bell, Peter Cope, Brian Morris, and Steve Waterhouse); (6) "Cost of Pre-School Education Provision" (Paula Gilder, Paul Jardine, and Sinead Guerin); and (7) "Changing Supply and Demand" (Edith McDowall). Part three examines ways to move forward in the provision of preschool and contains the following chapters: (8) "Review of Partnership in Pre-School Education" (Ivan Broussine); and (9) "Pre-School Education and Childcare" (Roma Menlowe and Jane Morgan). (Most articles contain references.) (SD)

ED 439 779   PS 028 283

Living with Welfare Reform: A Survey of Low Income Families in Illinois.
SPONS. AGENCY- Lloyd A. Fry Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Economic Status; Economically Disadvantaged; *Employment Level; Employment Patterns; Low Income Groups; Poverty; Program Effectiveness; Program Evaluation; State Programs; *State Surveys; *Welfare Recipients; Welfare Services
IDENTIFIERS- Child Care Needs; Illinois; Temporary Assistance for Needy Families; *Welfare Reform; Welfare to Work Programs

In 1998, the Illinois statewide coalition Work, Welfare and Families, in partnership with the Chicago Urban League, undertook a study to assess the effects of welfare reform on low-income families and children across Illinois. The findings were derived from three sources: a self-administered survey of 2,166 low-income clients of Illinois social service agencies, data obtained from the Illinois Department of Human Services (IDHS), and participants in a series of focus groups conducted around the state. Key findings included the following: (1) the inability to find jobs and child care are the leading reasons for not working; (2) recipients of Temporary Assistance for Needy Families (TANF) use of the child care subsidy is increasing; (3) most families leaving TANF continue to live below the federal poverty level; (4) former TANF clients be preferable to the status quo. (Contains 14 references.) (EV)

ED 439 797   PS 028 401

Frieman, Maury; Frieman, Barry B.
Reducing Harassment in Elementary School Classrooms Using High School Mentors.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual International Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bullying; Elementary Education; *Elementary School Students; *High School Students; High Schools; *Mentors; Peer Counseling; Peer Relationship; Program Descriptions
IDENTIFIERS- Peer Harassment

A peer mentor program was created and implemented to reduce harassment and bullying at a Massachusetts elementary school. With the help of an adjoining district high school, the school counselors selected, trained, and supervised high school students to teach the younger children how to deal with harassment. The mentors were trained to understand the emotional and developmental needs of elementary students; they were also given training in preventing harassment, avoiding gender stereotyping, promoting tolerance, mediating conflict, listening, working in groups, and maintaining confidentiality. Monthly peer mentor sessions were designed to help children understand the meaning of harassment and bullying and how to deal with their feelings and interpersonal problems. As a result of the program, elementary school teachers reported a significant reduction in harassment. (Contains 15 references.) (EV)

ED 439 798   PS 028 402

Sullivan, Debra Ann
She Is So Popular: A Study of Sixth Grade Girls' Views on Popularity.
PUB DATE- 99
NOTE- 95p.; Master of Arts Thesis, Antioch University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Achievement; Assertiveness; *Females; Grade 6; Interpersonal Competence; Interviews; *Middle School Students; Middle Schools; Peer Acceptance; Peer Evaluation; Peer Groups; Peer Influence; *Peer Relationship; Physical Development; *Popularity; Qualitative Research; Social Status; *Student Attitudes

In this qualitative study, five female students in the sixth grade were interviewed and surveyed about their views on popularity at their urban middle school in Ohio. The objectives of the study were to investigate whether middle school girls engaged in academic competition, to describe their subjective experiences of popularity in middle school, and to describe their views about academic competition. Most students reported competing for popularity in the areas of academic achievement, social interactions, speaking out, and physical development. The study also explored positive and negative consequences of popularity competition. (Contains 31 references.) (Author/EV)

EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Delinquency; Dropouts; Elementary Secondary Education; Family Income; Health Insurance; Infant Mortality; Mortality Rate; One Parent Family; *Poverty; Prenatal Care; Preschool Education; Racial Differences; Rural Areas; *Social Indicators; Tables (Data); Trend Analysis; Unemployment; Urban Areas; *Well Being
IDENTIFIERS- Aid to Families with Dependent Children; Child Mortality; Childrens Health Insurance Program; Ethnic Differences; Indicators; Medicaid; Out of Home Care; *Pennsylvania; Project Head Start; Temporary Assistance for Needy Families

This Kids Count report examines statewide trends in the well-being of Pennsylvania's children. The statistical portrait is based on trends in 17 indicators of child well being: (1) birth weight; (2) early prenatal care; (3) infant mortality; (4) substantiated cases of child abuse or neglect; (5) out-of-home placements; (6) delinquent children placed out-of-home; (7) Head Start enrollments; (8) regulated child care capacity; (9) public school dropouts; (10) child mortality; (11) child enrollment in Medicaid; (12) enrollment in Children's Health Insurance Program; (13) children receiving Temporary Assistance for Needy Families/Aid to Families with Dependent Children; (14) births to single mothers under age 20; (15) child poverty; (16) children in single-parent families; and (17) unemployment and income. The report is presented in six sections. Section 1 summarizes the findings. Section 2 provides statewide indicator information, including graphic multi-year profiles of the state as a whole; urban, rural, and mixed counties as groups; and Pennsylvania's racial and ethnic minority populations. Section 3 presents information organized by indicator. For each indicator, a two-page map and table show how each county fares on the indicator and how it compares to other counties. The table also compares each county with others in its population category. Section 4 provides profiles of each county, with graphs of multi-year trends, usually from 1983. There are also county-level racial/ethnic breakdowns and municipality breakouts. Section 5 charts performance, resources, and student statistics for all public school districts. Section 6, the report's appendix, defines indicators and lists data sources. Among the findings, the report indicates progress in the areas of regulated child care capacity, enrollment in Head Start, and substantiated reports of child abuse and neglect. The report also indicates negative progress in the areas of children living in poverty, child death rate, children in single parent homes, and children in foster care. (KB)

ED 439 817 PS 028 431

Taxing Pennsylvania: A Family-Focused Overview of Pennsylvania Taxes. State Fiscal Analysis Initiative.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Open Society Inst., New York, NY.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Families Act, which modifies the reasonable efforts requirement by allowing exceptions in certain situations and by using the same term, "reasonable efforts," to describe a new child welfare agency requirement to find permanent homes for children. Asserting that "reasonable efforts" has been one of the most hotly debated and confusing issues in the field of child welfare over the past 2 decades, this handbook details both the old and the new reasonable efforts requirements, and outlines the specific actions that should be taken by attorneys, judges, and child welfare agencies to ensure that the letter and spirit of the laws are met. The handbook also includes lists of organizational and Internet resources. (Contains 91 references and resources, including organizations, internet sites, and publications.) (EV)

ED 439 834   PS 028 453

Buell, Martha J.; Hallam, Rena A.; Beck, Heidi L.
Early Head Start/Childcare Partnerships: Working Together To Increase Childcare Quality for Infants and Toddlers.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; *Day Care; Family Programs; Infants; *Intervention; Partnerships in Education; Preschool Education; Program Descriptions; State Programs; Toddlers
IDENTIFIERS- Delaware; *Early Head Start

Using the same approach of family involvement and empowerment that has guided Head Start, Early Head Start offers its services to pregnant women and children, birth to age 3. One of the characteristics that differentiates Early Head Start from traditional Head Start is the mandate to offer full-day, full-year services to infants and toddlers. The way to meet this objective is by forging partnerships between Early Head Start and child care programs. The paper describes Northern Delaware Early Head Start's (NDEHS's) child care partnership model, covering issues such as: building on existing strength; getting started/program assessment; child and family specialists; working with child care providers; meeting family needs; obstacles; and capacity building. The paper concludes by asserting that because the resources of Head Start are limited, innovative ways of partnering with child care programs, such as the itinerant model described, are essential. (EV)

ED 439 836   PS 028 455

Katz, Lilian G.
Parenting and Teaching in Perspective.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Parent Child 2000 Conference (London, England, April 11-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Early Childhood Education;

Preschool Education; *Reggio Emilia Approach; Student Centered Curriculum; *Student Projects; Teacher Role; Teaching Methods; *Young Children
IDENTIFIERS- *Dewey (John); *Project Approach (Katz and Chard)

This paper explores the use of the long-term project as an educational tool in early childhood classrooms. In particular, it focuses on the way in which long-term projects can reflect John Dewey's notion of the "dynamic aim" as a primary force in education. In "Democracy and Education," Dewey suggests that when teaching is dominated by specific goals, the educational process becomes static, and there is an unnatural separation between the activity the student engages in to reach the goal and the goal itself. Thus, the activity has no educational purpose beyond reaching this goal and does not teach the student how to learn beyond this very specific situation. Dewey suggests instead that education be based on a series of dynamic aims. The aims of the activity emerge from the activity itself, and they serve only as temporary beacons for the activity. As soon as an aim is achieved, that achievement creates activity leading to another aim. Long-term projects can be perfect vehicles for this type of approach to education. In particular, the paper focuses on the Reggio Emilia approach to long-term projects, which includes some important attributes such as documentation and "progettazione" (i.e., a discussion of the possible directions that the project might take based on observations of the children and past experience). The paper concludes with examples of long-term projects partially based on the Reggio Emilia approach from two American classrooms--one infant/toddler and one preschool. (Author/LPP)

ED 439 854 PS 028 526

Schuler, Dot
The Project Approach: Meeting the State Standards.
PUB DATE- 00
NOTE- 24p.; In: ECRP, Volume 2, Number 1; see PS 028 521.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Curriculum Development; Documentation; Educational Assessment; *Educational Objectives; *Evaluation Criteria; Grade 2; Performance; Primary Education; *State Standards; Student Evaluation; *Student Projects
IDENTIFIERS- *Illinois Learning Standards; *Project Approach (Katz and Chard)

This paper suggests that when engaged in project work, children apply most of the skills identified in the age-appropriate state learning standards. To illustrate how good-quality project work addresses the Illinois state learning standards, this paper describes a project conducted by a second-grade class on their community--Grafton, Illinois. The paper focuses on two children who, as part of the Grafton project, studied churches in the community. The paper describes the project's three phases and discusses how, through the process of investigating a topic of interest to them, representing their new knowledge, and sharing their work with others, the children applied the skills identified by the Illinois state learning standards as necessary for early elementary school students. Appended are selected Illinois Learning Standards for Early Elementary Grades, adopted July 1997 by the Illinois State Board of Education. (Author/LPP)

ED 439 855 PS 028 527

ED 439 873 RC 022 345

Hull, Debra F.; Bull, Kay S.; Montgomery, Diane; May, James R.; Overton, Robert
Designing an Online, Introductory Gifted Education Course.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Constructivism (Learning); Course Content; *Distance Education; Gifted; Higher Education; *Instructional Design; Rural Education; *Teacher Education
IDENTIFIERS- *Course Development; Learning Communities; *Online Courses

Rural teachers are often undertrained in the identification and education of gifted students. This paper describes the principles and development of an online introductory course in gifted education that could meet the need for rural teacher training. Using the philosophy that learners construct their own knowing, the system for developing an online course must be consistent with the idea of authentic problem solving. Learners are then able to transform information into knowledge. To promote active learning, the instructional system contains primary source materials, support, and information to manipulate. Content is presented from diverse perspectives via multiple modes of representation. The teacher coaches and helps students analyze learning and problem-solving strategies. Tasks are accessible to learners when they are ready for them and have patterns that can be transferred to future tasks with scaffolding. The design is holistic and spiral, allowing learners to return to the content at successively higher levels of understanding. E-mail, a listserv, and interactive databases encourage the development of a collaborative learning community; 15 characteristics of such a community are listed. Course development included development of the syllabus, with instructions and links to other course components; a threaded discussion database for asynchronous student interaction; a database of products and projects created as part of course requirements; a multigenerational archive; and the home page. (Contains 14 references.) (SU)

ED 439 874 RC 022 346

Lewis, Joan D.
Rural Gifted Education: Enhancing Service Delivery.
PUB DATE- 00
NOTE- 6p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Planning; Elementary Secondary Education; *Gifted; Program Development;

*Utah State University

Learning at a distance can be challenging for preservice teacher education students living in remote rural sites. The Department of Special Education at Utah State University (USU) uses technology to overcome student isolation by linking students to supportive university learning communities. Many students in the USU distance education, special education certification program are nontraditional students--older, employed, with family commitments. Distance education provides convenient access to a university degree program in local communities but can be stressful for these students, who may lack college experience and self-confidence and need support. The USU program enhances student learning and support through the easy-to-use, low-cost, Internet-delivered Sorenson EnVision technology. EnVision is a teleconferencing system, using a unique compression technology to deliver voice and video over the Internet, even at very low data throughput rates. This technology allows face-to-face interaction among students and between students and university personnel in various learning and support situations. These situations include advising and mentoring students, tutoring individual students, conducting study group sessions, delivering didactic courses, supervising practical courses, and training local cooperating teachers. The EnVision technology is described, including multi-conferencing capability (linking one teacher to many sites), compatibility with NetMeeting software, simultaneous videoconferencing and document sharing, and hardware and software requirements. (SV)

ED 439 891   RC 022 363

Welch, Marshall
Professionals Ready for Educational Partnerships (PREP): The Development, Implementation, and Evaluation of a Multimedia Distance Education Course on Collaboration.
PUB DATE- 00
NOTE- 7p.; In: Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families. Conference Proceedings (Alexandria, VA, March 16-18, 2000); see RC 022 337.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Distance Education; *Educational Cooperation; Elementary Secondary Education; Higher Education; Instructional Material Evaluation; *Multimedia Instruction; *Partnerships in Education; Program Evaluation; *Teacher Education; *Telecourses
IDENTIFIERS- *University of Utah

Professionals Ready for Educational Partnerships (PREP) is a multimedia telecourse developed at the University of Utah to help preservice teachers, graduate students in education, and practicing teachers to understand collaboration. Using an ecological perspective, participants learn how to forge partnerships in the school, home, and community. PREP is needed because of growing cultural and linguistic diversity of students, the movement toward inclusion of students with disabilities, and the lack of teacher knowledge about how to actually practice collaboration. Course content includes: definition of collaboration; students at risk; problem solving; communication skills and conflict management; traditional and changing school and professional roles; traditional and alternative assessment procedures; adapting instruction; and

DESCRIPTORS- *Academic Standards; Educational Assessment; Educational Resources; Elementary Secondary Education; *Evaluation Methods; *Internet; Journal Writing; Mathematics Education; *Portfolio Assessment; Science Education; *Standardized Tests

Assessment is more than simply ascribing an 'A' or a 'B' to a particular student achievement. In an era of state-mandated proficiencies and alternative assessment strategies, educators need practical ideas they can use to meaningfully assess their students' learning and their own practice. This issue of "ENC Focus" centers on the topic of inquiry and problem solving. Featured articles include: (1) "Facing--and Embracing--the Assessment Challenge" (Carol Damian); (2) "Standardized Test Scores and Alternative Assessments: Different Pieces of the Same Puzzle" (William E. Loadman and Anne Marie Thomas); (3) "Implementing Portfolios and Student-Led Conferences" (Jennifer Williams); (4) "Assessing Student Understanding with Interactive-Collaborative-Electronic Learning Logs" (Paul Hickman); (5) "Using Self Evaluation with Fourth Graders" (Leah Poynter); (6) "Assessing Student Learning--and My Teaching--Through Student Journals" (Bill Heinmiller); (7) "Determining What Is To Be Taught: The Role of Assessment" (Nancy S. Cole); (8) "Statewide Portfolio Assessment in Mathematics: A Teacher's Perspective" (S. Leigh Nataro); (9) "Why You Should Care about TIMSS" (Tracy Crow); (10) "Students Will Rise to the Challenge" (Eugene Watts); (11) "Author Takes on High-Stakes Tests" (Julie Harris); (12) "State Achievement Tests Can Be a Positive Force in Your Classroom" (Mary Ann Stine); (13) "Aligning Assessment with Learning Goals" (Natalie Nielsen); and (14) "Finding Materials to Meaningfully Assess Students" (Terese Herrera and Carol Damian). Educational news, editorials, essays, classroom stories, columns on topics of interest to classroom innovators, and an extensive annotated list of assessment resources are also included. (ASK)

ED 439 912   SE 063 275

Kuhn, Beverly T.
Transportation Education and Outreach Pilot Program Targeting Students in Grades K-12. Final Report.
SPONS. AGENCY- Department of Transportation, Washington, DC.
PUB DATE- 99
NOTE- 85p.; Support was provided by the University Transportation Centers Program, U.S. Dept. of Transportation, to the Southwest Regional University Transportation Center, Texas Transportation Institute, Texas A&M University. CD-ROM accompanying report is not available through ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Elementary Secondary Education; Engineering Education; *Industrial Education; Outreach Programs; Program Evaluation; *School Business Relationship; Science and Society; *Technology Education; *Transportation; *Vocational Education

The transportation engineering profession faces a challenging future in the 21st century. Over the past decade, advances in transportation and technology applications have altered and expanded the list of knowledge, skills, and abilities that transportation professionals must have. The end result is a rapidly changing industry that needs qualified individuals to design, plan, manage, operate, and maintain the vast infrastructure in place. However, a growing concern exists over sponsored by the National Science Foundation (NSF) that targets large urban school systems with the goal of sustainable implementation of high-quality, standards-based teaching for the purpose of attaining system-wide increases in students' learning of challenging mathematics and science. The Milwaukee Public Schools joined USI in 1996 with the Milwaukee Urban Systemic Initiative (MUSI). The goal of this report is to contribute data to the formative evaluation of MUSI. It consists of information obtained from 1997 site visits to the First Wave schools towards the end of the first year of implementation. The purpose of the site visits was to develop an understanding of the science and mathematics program at each school and to gain an understanding of the impact of MUSI. Site visits were conducted at 18 of 51 First Wave MUSI schools which consisted of eight elementary, six middle schools, one K-8 school, and three high schools. Criteria for site selection included: (1) diversity of representation according to level; (2) diversity of geographic location; and (3) no two schools serviced by the same Mathematics and Science Resource Teacher (MSRT). Conversations with students, teachers, and principals and classroom observations are reported. Major findings were highlighted in the areas of student and teacher tools and materials; student grouping arrangements and equity; student engagement tasks, and activities; and connections which focused on the presence of connections between students' lives, subject areas, careers, and culture. (Appendices contain a list of First Wave Schools, general guidelines for conducting a site visit, guidelines for being a team leader, a classroom observation form and checklist, and 3 interview protocol forms for students, teachers, and principals.) (ASK)

ED 439 940   SE 063 381

Doyle, Lynn H.; Huinker, DeAnn
Lessons Learned: Implementation of the Milwaukee Urban Systemic Initiative in Years One and Two. Report for the Milwaukee Public Schools.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 70p.; For another report from the Center for Mathematics, see SE 063 380-384.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; Equal Education; *Mathematics Achievement; Mathematics Instruction; Mathematics Teachers; *Science Achievement; Science Instruction; Science Teachers; *Standards; State Programs; Teaching Methods; Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI; Systemic Educational Reform

The Urban Systemic Initiatives (USI) program is an effort sponsored by the National Science Foundation (NSF) that targets large urban school systems with the goal of sustainable implementation of high-quality, standards-based teaching for the purpose of attaining system-wide increases in students' learning of challenging mathematics and science. The Milwaukee Public Schools joined USI in 1996 with the Milwaukee Urban Systemic Initiative (MUSI). MUSI consisted of four parts. The first is the driving force that unifies all MUSI activity, which comes from the perspective that a community of learners is the best way to reform mathematics and science education in the Milwaukee Public Schools. The three remaining parts are the action forces of activities that will build a strong foundation research hypotheses. Three independent variables examined included teachers' conceptions of the nature of science, the use of instructional strategy, and the use of curricular content. The dependent variable was the students' scores on the Nature of Scientific Knowledge Scale. Results indicated that teachers with a high understanding of the nature of science were found to reflect the instrumentalist nature of science in their teaching practices. One implication is the importance of the instructional strategy in promoting students' understanding of the nature of science. (Contains 27 references.) (CCM)

ED 439 960 SE 063 485

Jimenez Alexandre, Maria Pilar; Pereiro Munoz, Cristina; Aznar Cuadrado, Virginia
Expertise, Argumentation and Scientific Practice: A Case Study about Environmental Education in the 11th Grade.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000). "This paper is based on work supported by the Spanish Direccion General de Ensenanza Superior e Investigacion Cientifica (DGESIC), grant PB 98-0616.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Debate; Environmental Education; Foreign Countries; *Grade 11; High Schools; *Persuasive Discourse; Science Education; *Wetlands
IDENTIFIERS- Spain

This paper reports a case study about argumentation and scientific practice in the 11th grade. The objectives of the study are to identify argument patterns and dimensions of the scientific practice in students' conversations and actions while engaged in an environmental management project in a wetland. The focus are the warrants that students employ to justify their claims in connection with scientific practice understood in a broad perspective (McGinn and Roth, 1999) as the participation in a variety of communities and situations where science is created and used. Data sources include audio and visual recordings, field notes of an external observer and students' production collected in their portfolios. Students' conversations were analyzed using tools as Toulmins' (1958) and Walton's (1996) argument schemes and a scheme for dimensions of scientific discourse constructed by the authors as an heuristic for classroom discourse. Results show distinctive features in the argumentation patterns and warrants about environmental management as compared to standard science topics, such as genetics, cell biology or buoyancy. The status of expert and the participation of citizens in scientific practice are among the dimensions identified in the classroom discourse. (Contains 19 references.) (Author/CCM)

ED 439 961 SE 063 484

Red-Cockaded Woodpecker Classroom Activities.
PUB DATE- 99
NOTE- 49p.; Booklet written by Cliff Shackelford and Jeff Reid.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Birds; Educational Games; Elementary

Some changes were caused by natural forces while others were made by people. "Chesapeake Challenges" tests the student's thinking skills. "Family Action" lists things families can do to learn more about the Chesapeake Bay region. The book tells the reader how to be a component of the Chesapeake Bay's future by understanding why the Bay is in trouble and how each person can help. Sections of the book include: (1) "The Chesapeake Bay before European Settlement"; (2) "The Natural History of the Chesapeake Bay"; (3) "Map of the Chesapeake Bay and Its Watershed"; (4) "Changes in the Chesapeake Bay and its Watershed Caused by European Settlement"; and (5) "The Chesapeake Bay Today." The volume concludes with an information section for parents and teachers. The handbook is designed to complement the National Aquarium's publication, "Living in Water." (EH)

ED 430 982   SO 028 928

Brouch, Ginny, Ed.
Building Relationships: A Symposium in Art Education Management (1st , Flagstaff, Arizona, July 8-9, 1988).
SPONS. AGENCY- Northern Arizona Univ., Flagstaff.
PUB DATE- 88
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art; *Art Education; Cooperation; Discipline Based Art Education; *Educational Administration; Elementary Secondary Education; Information Networks; *School Community Relationship; Social Networks
IDENTIFIERS- *Arizona

This symposium focused on art education management and saw the first steps taken to build communication networks with professional colleagues in educational leadership positions throughout Arizona. The booklet provides the addresses of the keynote speaker and other invited guests. Speakers include: (1) Thomas A. Hatfield, author and executive director of the National Art Education Association; (2) Charmaine Rusu, president-elect of the Arizona Parent-Teacher Association; (3) Theva Freedman, member of the Holbrook School District Governing Board and Navajo County's representative to the Arizona School Boards Association Board of Directors; (4) Ed Ariaga, principal of the Tucson High Magnet School for the arts; (5) Ginny Brouch, president Palo Verde Research Associates; (6) Mary Heckard, Coconino County School Superintendent; and (7) Thomas McCraley, Yuma School District No. 1, Superintendent. (EH)

ED 430 983   SO 028 929

Brouch, Ginny, Ed.
Building Relationships: A Symposium in Art Education Management (2nd, Flagstaff, Arizona, July 6-8, 1989).
SPONS. AGENCY- Northern Arizona Univ., Flagstaff.; National Art Education Association, Reston, VA.
PUB DATE- 90
NOTE- 133p.; For the first symposium, see SO 028 928.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art; *Art Education; Cooperation; Discipline Based Art Education; *Educational Administration; Elementary Secondary Education; Information Networks; *School Community

IDENTIFIERS- Character Education; Dewey (John)

These proceedings are composed of the papers presented at the 1997 and 1998 Annual Meetings of the Midwest Philosophy of Education Society. The 1997 papers include: "The Role of Cognitive Science in Philosophy of Education" (Jerome A. Popp); "On Accountability and Accreditation in Teacher Education: A Plea for Alternatives" (Gary D. Fenstermacher); "Searching for Teacher Education Programs that are Consistent with Democratic Ideals--A Response to Professor Fenstermacher" (Ronald Swartz); "On Anti-Intellectualism in Popular Culture: Bud Abbott, Lou Costello, and Lon Chaney, Jr. Go To College" (Michael A. Oliker); "Character Education in John Dewey" (Holly Salls); "H. G. Wells and the Origins of Progressive Education" (Don G. Smith); "John Dewey's 'Experience and Education' and Museum Education" (Ted Ansbacher); "Breaking the Silence" (Louis Silverstein); "Multiculturalism and the Teaching of Literature" (Allan Johnston); "Waiting: Killing Time? Playtime?" (Walter P. Krolikowski); "Rousseau and the Religious Basis of Political Order" (John M. Fennell); "The Discourse of Natural Instruction in Rousseau's 'Emile'" (Guillemette Johnston); "Hermeneutic Disclosure as Freedom: John Dewey and Paulo Freire on the Non-Representational Nature of Education" (Anthony Petruzzi); and "Models of Educational Democracy" (Walter Feinberg, Belden Fields, and Nicole Roberts). The 1998 papers presented included: "Historical Precedents Concerning the Mission of the University" (John C. Scott); "How We Go On: Values Education and Reinhabitation in Gary Snyder's 'The Practice of the Wild'" (Allan Johnston); "Toward a Progressivist Philosophy of Environmental Education" (Ron Meyers); "Savages, Barbarians, Civilized: A Case of Survival?" (Walter P. Krolikowski); "W. E. B. Du Bois and the Hampton Idea" (Percy L. Moore); "Dewey, Correctional Education, and Offender Habilitation" (Clyde A. Winters); "Nietzsche as Educator" (Kirk Wolf); "Toward A Nietzschean Pedagogy" (Maughn Gregory); "The Theatre of Education: Rousseau's 'Lettre a d'Alembert' and 'Emile'" (Guillemette Johnston); "Educational Implications of H. G. Wells' 'The Time Machine' and 'The Wonderful Visit'" (Don G. Smith); "The Marriage of Self and World: John Dewey and Stanley Cavell on the Romantics" (David Granger); "Understanding Wisdom: Its Nature and Development" (David B. Annis); "Socrates and Aristotle's Contribution to the Character Education Movement: Can Character and Virtue Be Taught?" (Madonna Murphy); "On Some Positions in Ray Boisvert's Recent Book" (Howard G. Callaway); "John Dewey's Educational Theory and the Challenge of American Racism" (Steve Fishman and Lucille McCarthy); "John Dewey, Democracy and Education, and What We May Expect from Schools" (Joop W. A. Berding and Siebren Miedema); "Boisvert and the Levels of Deweyan Engagement" (Alan G. Phillips, Jr.); "Dewey Now: Lived Experience versus Scientific Method" (Raymond D. Boisvert); "Bloom and His Critics: Nihilism and 'True Education'" (Jon M. Fennell); and "Cognition, Dewey, and the Organization of Teacher Education in Small Schools" (Clyde A. Winters and Cynthia K. Valenciano). The volume concludes with memorials to Arthur Brown, Harry S. Broudy, C. J. B. MacMillian, and Frederick L. Will, six appendices, and an index. (BT)

ED 440 005 SO 031 382

Kaul, Chandrika, Ed.; Tomaselli-Moschovitis, Valerie, Ed.
Statistical Handbook on Consumption and Wealth in the United States.
PUB DATE- 99
NOTE- 312p.

Historical Society.
PUB DATE- 99
NOTE- 64p.; Guide also funded by Columbia Gas of Maryland, Maryland's History Day Program, and the Rouse Company Foundation. For the primary source kits, Volumes 1 and 2, see SO 031 635-636.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; *Local History; *Primary Sources; Social Studies; *State History; Student Research; Teaching Guides; Thinking Skills; *Worksheets
IDENTIFIERS- *Maryland; Maryland Historical Society; National History Day

This teacher's guide complements the primary source kits that support the study of history in the elementary, middle, and high school levels. Each primary source selected for the kits, whether it be a photograph, a broadside, a map, or a private letter, reflects a meaningful part of Maryland and U.S. history. The kit may be used to: introduce new topics in the curriculum; facilitate discussion in the classroom; capture students' interest by looking at issues through a "local lens"; involve students in cooperative learning teams; develop and refine students' analytical and problem-solving skills; encourage students to carry out historical research; and initiate National History Day projects. The teaching guide presents many ideas for integrating primary sources into classroom instruction, such as: lesson plan ideas; how to distinguish between primary and secondary sources; how to take a first look at primary sources; and methods for interpreting primary sources. The guide also presents creative ideas from Maryland teachers that encompass a variety of activities for students from icebreakers to in-depth projects for using primary sources. Contains 15 reproducible worksheets. (BT)

ED 440 026 SO 031 659

Asia-Pacific World Heritage Youth Forum. Beijing 97.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Exchange; Foreign Countries; Global Approach; *Heritage Education; *Intercultural Communication; International Programs; Learning Activities; Secondary Education
IDENTIFIERS- *Asia Pacific Region; UNESCO; *Youth Participation

This report from the Asia-Pacific World Heritage Youth Forum (sponsored by UNESCO) describes the main features and events of the meeting in Beijing from September 15-27, 1997, shedding light on the concept of world heritage and world heritage education, and presenting the students' and teachers' proposals for future action. The report seeks to encourage world heritage education in Asia and the Pacific, all according to the suggestions given by the 86 students and teachers from 20 countries who came to the Beijing Forum. Following the introductory material, the report is divided into the following sections: (1) "The Concept of World Heritage"; (2) "Intercultural Learning" (three student activities); (3) "Experiences of World Heritage Sites" (four student activities); (4) "From Beijing to the Future"; (5) "How To..."

reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Built Environment; Culture; Elementary Education; Family Characteristics; *Family History; *Family Life; *Family (Sociological Unit); Heritage Education; Historiography; Local History; Primary Sources; Research Tools; *Social History; Social Studies; *State History
IDENTIFIERS- Historical Background; *Iowa

The "Goldfinch" is a magazine that introduces children to different aspects of Iowa History. Each issue contains articles to provide in-depth knowledge of a topic about Iowa. The focus of this issue is homes and family life in Iowa history. Selections address what has been important to Iowa's families over time and what homes were like before electricity, indoor plumbing, and telephones were introduced to the state. Sod houses and log cabins from the early history are discussed. Family traditions and village, farm life, and a small town at the turn of the century are described from the perspectives of a Native American. Young readers and writers share impressions of home life and what constitutes a family. Instructions for building a sod house and making a handkerchief toy are included. A series of photographs from different periods of Iowa history pose questions to help students discover how earlier Iowans lived and what they valued. A short story and several activities help students explore Iowan history. One article includes excerpts from a young boy's diary recounting the cold winter of 1894-95 and how families worked and played together. (EH)

ED 440 047 SO 031 756

Marsalis, Wynton
Marsalis on Music. The Companion to the Public Television Series.
PUB DATE- 95
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Instrumentation and Orchestration; *Music; *Music Appreciation; *Music Education; Music Techniques; *Music Theory; Musical Composition; Rhythm (Music)
IDENTIFIERS- Marsalis (Wynton)

This beautifully photographed book accompanies the Wynton Marsalis Public Broadcasting Service (PBS) series on the introduction to the joy of music, both classical and jazz, for families, young people, and music-hungry readers of all ages. Divided into four chapters, the book corresponds to the four one-hour programs in the PBS series. Wynton Marsalis uses wonderfully appealing examples and analogies to communicate the fundamentals of music. Chapter titles include: (1) "Why Toes Tap: RHYTHM" (explains why rhythm is the most fundamental element of music); (2) "Listening for Clues: FORM" (demystifies the concept of musical form, showing youngsters how to follow sonata form, theme, and variations, thirty-two-bar song form and blues form, and how to hear connections among them); (3) "From Sousa to Satchmo: The WIND BAND and the JAZZ BAND"

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Educational Change; *Educational Improvement; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Teacher Effectiveness
IDENTIFIERS- *Chile

This paper examines improvement in teacher education in Chile, which had an excellent system of teacher education until the 1970s. Educational change targeting elementary and secondary schools did not affect teacher education institutions, and there was no power to initiate such change. The national government pushed improvements by offering to fund projects presented by teacher education programs on a competitive basis. A small coordinating team was established in 1997 to conduct the selection process. The team also monitored and assessed the projects and institutions. Institutions could opt for a general overhaul of their teacher education programs or select just one area for improvement. Most opted for widespread changes. The paper examines how improvements have been occurring, focusing on four categories: theoretical focus, content and teacher preparation processes, learning to teach through continued practical experiences, and teacher educator and student teacher quality and instructional resource allocation. The paper highlights three ways in which this program illustrates the change process: policy-driven change, common constraints in institutional change, and mediations in change. (Contains 10 references.) (SM)

ED 440 066   SP 039 106

Brophy, Jere
Teaching. Educational Practices Series--1.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Classroom Environment; Cooperative Learning; Curriculum Development; Discussion (Teaching Technique); *Educational Quality; Elementary Secondary Education; Feedback; Foreign Countries; Learning Strategies; Student Evaluation; *Teacher Effectiveness; Teacher Expectations of Students; Teaching Methods
IDENTIFIERS- Curriculum Alignment; Opportunity to Learn; Scaffolding

This booklet presents a synthesis of the principles of effective teaching that have emerged from research in classrooms. It addresses generic aspects of curriculum, instruction, and assessment as well as classroom organization and management practices that support effective instruction. It focuses on learning outcomes, but recognizes the need for a supportive climate and positive student attitudes toward schooling, teachers, and classmates. Much of the research support for these principles comes from studies of relationships between classroom processes (measured through observation systems) and student outcomes (particularly gains in standardized achievement scores). The booklet contains 12 chapters as follows: (1) "A Supportive Classroom Climate"; (2) "Opportunity to Learn"; (3) "Curricular Alignment"; (4) "Establishing Learning Orientations"; (5) "Coherent Content"; (6) "Thoughtful Discourse"; (7) "Practice and Application Activities"; (8) "Scaffolding Students' Task Engagement"; (9) "Strategy

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Diversity (Faculty); Elementary Secondary Education; Internet; Labor Turnover; Minority Group Teachers; Teacher Competencies; Teacher Persistence; Teacher Qualifications; *Teacher Recruitment; *Teacher Shortage; Teachers

This publication is the introductory guide to the Recruiting New Teachers, Inc.'s Toolkit, which is designed to help states and school districts meet their teacher recruitment and retention challenges. The guide provides information on: today's national teacher shortage crisis; how to make a case for stepping up recruitment efforts for diverse teachers (noting the importance of teacher diversity); strategies for selling a district to prospective teachers and coping with the competition; and the use of the Internet in teacher recruitment. The guide concludes by offering five steps for improving teacher recruitment and retention efforts (building a recruitment team, identifying needs, examining available pools of prospective teachers, developing a focus and setting goals, and evaluating readiness to significantly improve teacher recruitment and retention efforts). An annotated list of resources for finding information about teacher recruitment, development, and diversity is included. (SM)

ED 440 085   SP 039 129

Simmons, Anne
A Guide to Developing Paraeducator-to-Teacher Programs. RNT Toolkit.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 00
NOTE- 40p.; Additional funding made available by the Lilly Endowment, the Carnegie Corporation of New York, and the Knight Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Planning; Elementary Secondary Education; Financial Support; Higher Education; Nontraditional Students; *Paraprofessional School Personnel; Preservice Teacher Education; Program Development; *Teacher Recruitment

This guide is part of a toolkit designed to help states and school districts meet teacher recruitment and retention challenges. Information comes primarily from a 1996 report, Breaking the Class Ceiling: Paraeducator Pathways to Teaching, which examines how paraeducator-to-teacher programs nationwide work to create a more qualified and diverse teaching force for U.S. schools. This guide helps people understand the value of paraeducator-to-teacher programs; obstacles paraeducators face in becoming teachers; important elements of effective programs; what is involved in staffing and recruiting participants; and building support for programs. It explains who paraeducators are and why they should be recruited to be teachers. It also presents profiles of paraeducators and discusses the design of paraeducator-to-teacher recruitment programs. Potential barriers for participants are noted (e.g., financial problems, basic skills testing, family responsibilities, language skills, and responsibility voices in teachers' written reports. The moral stances of care and responsibility are identified as basic elements in teachers' professional morality. The empirical findings present conflicts between teachers and parents, collegial conflicts between teachers, and inter-institutional conflicts in the community. Analysis of the data reveals that the ethical dilemmas in early childhood education are very relational and deal with competing interpretations of the best interest of the child. Teachers have taken the moral stance of care by identifying the ethical conflict. However, the responsible professional action has been more difficult for them to accomplish. Most of the time, discussions have not produced the desired results. Ethical dilemmas in teaching invite teachers to consider the moral relevance of each dilemma by taking the perspectives of the involved parties. (Contains 38 references.) (SM)

ED 440 105   SP 039 156

Turanli, Adem Sultan; Yildirim, Ali
A Comparative Assessment of Student Classroom Behaviors and Learning Environment in Classes of a High Control and a Low Control Teacher through Student Perceptions and Class Observations.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Discipline; Foreign Countries; Secondary Education; *Student Behavior; Teacher Behavior; *Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- Turkey

This study was designed to investigate the relationship between teachers' orientations to classroom management and their students' classroom behaviors and the learning environment. Two teachers with different orientations (non-interventionist and interventionist) to classroom management were selected, and their 91 students were administered the Student Classroom Behaviors and Learning Environment Questionnaire. The questionnaire included two scales: student classroom behaviors (12 items) and learning environment (9 items). The students were also administered an opinionnaire, and a student sample was interviewed for further data. The classes of the two teachers were observed to gather more in-depth data on how the students behaved and what sort of learning environment was created in their classes. Both descriptive and inferential statistics were used to analyze the data. The analysis indicated that student behaviors and the learning environment in the classes of the two teachers with different orientations differed significantly on both scales. (Contains 52 references.) (Author/SM)

ED 440 106   SP 039 157

Turanli, Adem Sultan; Yildirim, Ali
Students' Expectations of Teachers' Classroom Management Behaviors in ELT Classes.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

of different criteria for different products. To remedy these perceived weaknesses of the portfolio process, rubrics came into being to quantify student achievement. Rubrics, in the form of agreed-upon criteria, guide raters in assessment. Rubrics may be difficult to write and time consuming to use, but they make the portfolio evaluation process more accountable and support objective judgments. (SLD)

ED 440 128 TM 030 740

Morris, Deborah; Schumacker, Randall E.
Texas Effectiveness Study: Adult Outcome Follow-Up.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000). For the interim report, see TM 030 741.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Daily Living Skills; Educational Planning; Followup Studies; *High School Graduates; High Schools; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Special Education; *Transitional Programs
IDENTIFIERS- *Texas

The Texas Effectiveness Study is an evaluation of the effectiveness of special education programs and services in developing life skills related to the transition planning process for Texas special education. One of the three components of the Texas Effectiveness Study is a study of adult outcomes. This component was implemented in the summer of 1997. A survey was made of student records, and a formatted copy was mailed to each former student in the 842 student sample. Responses were received from 142 former students. Most of the respondents reported living at home with family, and less than half were employed at the time they completed the questionnaire. Almost half attended a college or job-training program after leaving high school. Most reported having two or more good friends, and most reported participating in a variety of social and recreational activities. Less than one-fifth of the employed former students worked 40 or more hours a week, and most reported that they had not received a raise or promotion since starting their jobs. More than half of the respondents expressed satisfaction with their high school programs in preparing them for adult life. Findings from the Adult Outcome component, linked with other findings from the Texas Effectiveness Study, should result in positive changes for programs and services for students with disabilities in Texas. (SLD)

ED 440 129 TM 030 741

Texas Effectiveness Study: Interim Report, 1996-97.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 00
NOTE- 78p.; For the adult outcome follow-up, see TM 030 740. Project Coordinator was Deborah Norris.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; Daily Living Skills; Educational Planning;

examinations. In section 6, TAAS and End-of-Course regional results are shown. Section 7 contains a study of the correlation of course grades with performance on the eighth-grade social studies test. Eleven appendixes present additional results reports, specifically focusing on students in special education and those not in special education. (Contains 47 tables.) (SLD)

ED 440 148 TM 030 760

Koretz, Daniel; Hamilton, Laura
Assessing Students with Disabilities in Kentucky: The Effects of Accommodations, Format, and Subject. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Item Bias; Scores; Test Format; Test Use
IDENTIFIERS- *Kentucky; *Testing Accommodations (Disabilities)

An earlier study (D. Koretz, 1997) found that Kentucky had been unusually successful in testing most students with disabilities, but it also found numerous signs of poor measurement, including differential item functioning (DIF) in mathematics, apparently excessive use of accommodations, and implausibly high mean scores for some groups of students with disabilities. This study used newer data to test the stability of the findings over a 2-year period, to extend some of the analyses to additional subject areas, and to compare performance on open-response items to that on multiple-choice items. The researchers analyzed data from students in grades 4, 5, 7, 8, and 11. The inclusiveness of the assessment persisted, and the frequency of special accommodations remained unchanged. The mean performance of elementary school students with disabilities dropped substantially, apparently because of a lessened impact of accommodations on scores. These lower scores appear to be more plausible. The differences in scores between disabled and nondisabled students tended to be larger on multiple-choice components in the early grades. Across grades, the effects of accommodations were stronger on the open-response items. Results provide some evidence that score accommodations change the dimensionality of the assessment. DIF was found in both test formats. Further research and more detailed data are needed to clarify the reasons for the findings. (Contains 19 tables, 15 figures, and 10 references.) (SLD)

ED 440 149 TM 030 761

Stecher, Brian M.; Barron, Sheila I.
Quadrennial Milepost Accountability Testing in Kentucky. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Accountability; Behavior Patterns; Case Studies; Elementary Secondary Education; Models;

ED 440 170 UD 033 460

Carter, Samuel Casey
No Excuses: Lessons from 21 High-Performing, High-Poverty Schools.
PUB DATE- 00
NOTE- 130p.; Foreword by Adam Meyerson.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *High Achievement; *Institutional Characteristics; Low Income Groups; *Performance Factors; *Poverty; Principals; Profiles; Program Descriptions; Public Schools; *Urban Schools

There is no excuse for the failure of most public schools to teach poor children. All children can learn, as the principals and schools profiled in this book have demonstrated. These schools and administrators have overcome the bureaucratic and cultural obstacles that keep low-income children behind in most public schools. The 21 high-performing, high-poverty schools profiled have not succeeded by chance. Their success is the result of hard work, common sense teaching philosophies, and successful leadership strategies that can be replicated. The first part of the book contains discussions of effective practices that have made these schools successful: (1) parental accountability; (2) teacher quality; (3) effective diagnostic testing; (4) emphasis on basic skills; and (5) the effective allocation of funds. The second section contains the profiles of the 21 "no excuses" schools. Four appendixes contain educational reform models, research summaries, titles for further reading, and definitions, methods, and study procedures. (Contains 38 references.) (SLD)

ED 440 171 UD 033 461

Coolbaugh, Kathleen; Hansel, Cynthia J.
The Comprehensive Strategy: Lessons Learned from the Pilot Sites. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 13p.; For the program summary of the comprehensive strategy report, see ED 365 925.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Community Programs; *Delinquency; Elementary Secondary Education; *Pilot Projects; Planning; *Prevention; Program Descriptions; *Urban Schools; Young Adults
IDENTIFIERS- *Juvenile Justice Delinquency Prevention Office

In 1993, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) initiated a Comprehensive Strategy to provide a research-based framework of strategic response to juvenile delinquency. In 1996, three communities (Lee and Duval Counties, Florida and San Diego County, California) collaborated with the OJJDP to apply the Comprehensive Strategy . This bulletin describes the experiences of and lessons learned by these Comprehensive Strategy sites. These three communities have made substantial progress toward planning and implementing targeted and cost-effective ways to promote healthy youth development and to stop the development of serious, violent, and chronic juvenile offending. The bulletin provides an overview of the Comprehensive Strategy and describes the Comprehensive Strategy planning processes and key lessons learned at each pilot site. Critical success factors

DESCRIPTORS- *Educational Environment; *High School Students; High Schools; *Homophobia; *Homosexuality; School Safety; *Student Attitudes; Student Surveys

The Gay, Lesbian, and Straight Education Network (GLSEN) conducted a survey of lesbian, gay, bisexual, and transgender students affiliated with local youth service organizations around the United States. A total of 496 youth from 32 states completed the survey fully. Over 90% reported that they sometimes or frequently hear homophobic remarks in their school, and almost all reported hearing these remarks from other students. The majority (69%) reported experiencing some form of harassment or violence, and 13.7% reported experiences of physical assault. Nearly half (two of five) did not feel safe in school, and over one third did not feel comfortable speaking to school staff about issues related to lesbian, gay, bisexual, or transgender status. (SLD)

ED 440 192 UD 033 487

Black Economic Advancement in the New Millennium: Globalization, Education, and Technology. Special Report: National Policy Institute (8th, Washington, DC, January 20-22, 2000).
PUB DATE- 00
NOTE- 21p.; Published monthly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Blacks; *Economic Factors; *Educational Attainment; Employment; Futures (of Society); Global Approach; *Income; Politics; *Technological Advancement; Workshops

This special issue presents, in capsule form, presentations from workshops at the Eighth National Policy Institute. The conference theme of black economic advancement in the new century focused on globalization, education, and technology. Ten workshops were the core of the conference, and their topics were: (1) overcoming the 2000 Census undercount; (2) redistricting and voter mobilization; (3) promoting selfsufficiency and preserving the safety net; (4) skills development in the workplace; (5) economic and community development in the new millennium; (6) housing and community development; (7) education; (8) wealth accumulation and economic parity; (9) learning and earning (racial discrimination); and (10) the information technology revolution. A special section was held to discuss HIV/AIDS in the African American community. Among the plenary presentations was "The Courage To Demand Change" by Johnnie Cochran. Also featured were "Building a Public Health Infrastructure" by Donna Shalala and "The Importance of the Next Presidency" by Mary Frances Berry. A final plenary presentation was "Transporting Jobs, Education, and Freedom" by Rodney E. Slater. (SLD)

ED 440 193 UD 033 488

Rees, Nina Shokraii
School Choice 2000 Annual Report. The Heritage Foundation Backgrounder.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

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The Vexing Problem of Perennial Substitute Teacher Shortage in Ohio.
17p. L1 ED 440 050

Working with Adults with Learning Disabilities in Adult Education Programs: A Guide for Instructors. Quality Professional Development Project.
76p. L1 ED 439 289

(171) Multilingual/Bilingual Materials

Colorado Guidelines for Service Coordination: Early Childhood Connections for Infants, Toddlers & Families = Guia para la Coordinacion de Servicios de Colorado: Conexiones para la Ninez Temprana para los Infantes, Parvulos y las Familias.
54p. L1 ED 439 829

L'Immaginario Bambino: The Educational Experiences of Pistoia City Council in the Drawings and Graphics by Andrea Rauch, 1979-1999 = L'immaginario bambino: Le esperienze educative del Comune di Pistoia nei disegni e nella grafica di Andrea Rauch, 1979-1999.
120p. L3 ED 439 803

Standardized Testing: Undermining Equity in Education. Report Prepared for the National Issues in Education Initiative = Les Tests Standardises: Atteinte a L'Equite en Education. Rapport Prepare dans le Cadre de la Campagne des Dossiers Nationaux en Education.
153p. L1 ED 440 107

	308p.	L2	ED 439 399
The Mindful School: Teaching Phonics for Balanced Reading.	190p.	L2	ED 439 397
Mong Education at the Crossroads.	184p.	L3	ED 440 159
More Social Studies through Children's Literature: An Integrated Approach.	225p.	L3	ED 440 031
National Plan for Training Personnel To Serve Children with Blindness and Low Vision.	84p.	L1	ED 439 549
Native Americans Today: Resources and Activities for Educators, Grades 4-8.	243p.	L3	ED 439 859
A New Look at Schools.	137p.	L2	ED 439 898
New Perspectives on Teaching and Learning Modern Languages. Modern Languages in Practice, 13.	204p.	L3	ED 439 617
The New Structure of School Improvement: Inquiring Schools and Achieving Students.	267p.	L3	ED 439 493
The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books. 2000 Edition.	167p.	L3	ED 439 714
No Excuses: Lessons from 21 High-Performing, High-Poverty Schools.	130p.	L1	ED 440 170
Perspectives in Critical Thinking: Essays by Teachers in Theory and Practice. Counterpoints: Studies in the Postmodern Theory of Education, Vol. 110.	221p.	L3	ED 440 083
Positive Behavior Support for People with Developmental Disabilities: A Research Synthesis.	119p.	L1	ED 439 580
Preservation: Issues and Planning.	360p.	L3	ED 439 713
The Price of Admission: Rethinking How Americans Pay for College.	164p.	L3	ED 439 630
Publish and Flourish: A Guide for Writing in Education.	77p.	L1	ED 439 546
Recognition without Rewards: Building Connections.	94p.	L2	ED 439 810
Recommended Reference Books in Paperback. Third Edition.	315p.	L3	ED 439 726
The Reformation of Canada's Schools: Breaking the Barriers to			

	408p.	L3	ED 439 656
Home Economics Career Preparation Handbook.	193p.	L1	ED 439 278
Independent Study in Home Economics Education. Teacher's Instructional Guide.	72p.	L1	ED 439 279
Individual and Family Life. Teacher's Instructional Guide.	303p.	L1	ED 439 282
An Instructional Package Integrating Science and Social Studies Instruction at the Fifth Grade Level.	33p.	L2	ED 440 010
Integrated Project Reports, 1997. A Collection of Integrated Projects Designed by Maryland Educators and Business Partners.	96p.	L1	ED 439 229
Integrating the Language Arts and Content Areas: Effective Research-Based Strategies.	5p.	L1	ED 439 417
Keep Talking That Book! Booktalks To Promote Reading. Volume II. Professional Growth Series.	170p.	L3	ED 439 723
Leadership Development.	337p.	L1	ED 439 494
Leading Kids to Books through Crafts.	145p.	L3	ED 439 420
Learning from the Land: Wisconsin Land Use. The New Badger History Series. Teacher's Guide and Student Materials.	110p.	L3	ED 439 989
Making a Difference. A Resource Pack for People Who Want To Become More Active Citizens.	211p.	L2	ED 439 260
Messages from Space: The Solar System and Beyond. Grades 508. Teacher's Guide. Great Explorations in Science (GEMS).	190p.	L3	ED 439 910
Metamorphic Mountain, Mount Jefferson State Park: An Environmental Education Learning Experience Designed for Grades 5-7.	137p.	L1	ED 439 902
The Mindful School: How to Teach Balanced Reading and Writing.	308p.	L2	ED 439 399
The Mindful School: Teaching Phonics for Balanced Reading.	190p.	L2	ED 439 397
Models and Approaches for Environmental Education in Iowa, 1999.	121p.	L1	ED 439 903
More Social Studies through Children's Literature: An Integrated Approach.	225p.	L3	ED 440 031

Teaching Expressive Writing to Students with Learning Disabilities. ERIC/OSEP Digest E590.
4p. L1 ED 439 532

(072) Book/Product Reviews

Adolescent Connections: A Guide to Selecting Resource Materials for Parents of Adolescents.
93p. L1 ED 439 794

Incorporating Student Voice into Teaching Practice. ERIC Digest.
4p. L1 ED 440 049

Internet Resources for K-8 Students: Update 2000. ERIC Digest.
4p. L1 ED 439 703

Mental Health and the Adult Refugee: The Role of the ESL Teacher. ERIC Digest.
4p. L1 ED 439 625

Native Language Literacy and Adult ESL Education. ERIC Digest.
4p. L1 ED 439 628

Planning Student-Directed Transitions to Adult Life. ERIC/OSEP Digest E593.
4p. L1 ED 439 577

Poetry in the Adult ESL Classroom. ERIC Digest.
4p. L1 ED 439 626

Teaching Expressive Writing to Students with Learning Disabilities. ERIC/OSEP Digest E590.
4p. L1 ED 439 532

(080) Journal Articles

Comparisons in Early Years Education: History, Fact, and Fiction.
19p. L1 ED 439 852

Continuity and Purpose in the Design of Meaningful Project Work.
10p. L1 ED 439 856

Dynamic Aims: The Use of Long-Term Projects in Early Childhood Classrooms in Light of Dewey's Educational Philosophy.
19p. L1 ED 439 853

Home-Community Visits during an Era of Reform (1870-1920).
36p. L1 ED 439 851

Implementing the Project Approach in Part-Time Early Childhood Education Programs.
22p. L1 ED 439 857

Integrating the Language Arts and Content Areas: Effective Research-Based Strategies.
5p. L1 ED 439 417

Linking Standards and Engaged Learning in the Early Years.
20p. L1 ED 439 855

The Missing Support Infrastructure in Early Childhood.
21p. L1 ED 439 850

Numeracy Up Front: Behind the International Life Skills Survey.

Which Builds Stronger Language Arts Skills--Workbooks or Direct Instruction? Will Teachers Spend Their Time Dispensing Consumable Worksheets or Imparting Skills through Direct Instruction? The Continuing Debate Asks Just How Explicit Phonics, Correct Spelling, and Quality Literature or Composition-Based Programs Fit into the Time Frame Teachers Are Given to Solve the Literacy Problem.	8p.	L1	ED 439 402

(130) Reference Materials - General

Keeping Schools and Students Safe. EdFact Resource Guide.	3p.	L1	ED 439 502

(131) Reference Materials - Bibliographies

About Issues Facing High Schools. EdFact Resource Guide.	3p.	L1	ED 439 501
Bibliographie annotee de ressources complementaires. Etudes sociales: Secondaire, 7e a 12e (Annotated Bibliography of Further Resources. Social Studies: Secondary School, Grades 7-12).	172p.	L1	ED 439 977
Bibliographie pour enseigner le francais des affaires (Bibliography for Business French Instruction).	8p.	L1	ED 439 615
Book List 2000.	24p.	L2	ED 439 440
Children and Media Violence Research: A Selection (1989-). Bibliography.	45p.	L1	ED 439 776
Culturally Diverse Videos, Audios, and CD-ROMs for Children and Young Adults.	276p.	L3	ED 439 678
Genreflecting: A Guide to Reading Interests in Genre Fiction. Fifth Edition. Genreflecting Advisory Series.	553p.	L3	ED 439 422
Hurrah for Chapter Books.	10p.	L2	ED 439 406
Including Students with Disabilities. ERIC Mini-Bib EB14.	4p.	L1	ED 439 576
Matching Books to Readers: Using Leveled Books in Graded Reading, K-3.	400p.	L3	ED 439 389
Recommended Reference Books in Paperback. Third Edition.	315p.	L3	ED 439 726
Resources in Education (RIE). Volume 35, Number 9.	p.	L2	ED 439 219
Shakespeare in Cinema.	8p.	L1	ED 439 443

	9p.	L1	ED 439 085
"Stretch Your Body and Your Mind" (Tai Chi as an Adaptive Activity).	6p.	L1	ED 440 080
Student Success: Serving International Students in an Age of Technology.	7p.	L1	ED 439 339
Students Serving Students. Linking Learning with Life.	35p.	L1	ED 439 304
A Study of Family Therapy for Student Counseling.	5p.	L1	ED 439 330
Summer Library Program Manual, 2000. Based on the Theme "Ticket to Tomorrow!"	233p.	L1	ED 439 718
Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development.	78p.	L1	ED 440 102
Teaching and Learning Primary Mathematics in Singapore.	10p.	L1	ED 439 812
Teaching Teachers Long-Distance: A Paradigm-Shift for the Teacher-Planner in Mexico.	23p.	L1	ED 439 601
Teaching. Educational Practices Series--1.	37p.	L1	ED 440 008
Team Decisionmaking: Involving the Family and Community in Child Welfare Decisions. Building Community Partnerships in Child Welfare, Part Two. Family to Family: Tools for Rebuilding Foster Care.	27p.	L1	ED 440 183
Technology Advancing a Continuous Community of Learners (TACCOL): Integrating Technology into Teacher Preparation.	9p.	L1	ED 440 071
Technology and the Future of the Community College. New Expeditions: Charging the Second Century of Community Colleges. Issues Paper No. 10.	9p.	L2	ED 439 744
Technology in the Classroom: Computers and Instruction in Vermont's Schools.	16p.	L1	ED 439 665
Technology Planning: State and System Issues. Policy Paper.	13p.	L1	ED 439 769
Texas Student Assessment Program. Student Performance Results, 1996-1997. TAAS and End-of-Course Examinations and Other Studies. Statewide and Regional Results.	470p.	L1	ED 440 147
Texas Teacher Diversity and Recruitment. Teacher Supply, Demand, and Quality Policy Research Project.	33p.	L1	ED 440 091

16p. L1 ED 440 142

The Interaction of Standards-Based Reform and Inclusion in New Jersey's Fourth Grade Classrooms: Are They Perfect Together?
38p. L1 ED 439 804

The Interplay of Firsthand and Text-Based Investigations in Science Education. Ciera Report.
43p. L1 ED 439 928

An Investigation of High School Students' Perceptions of Reticence and Cognitive Communication Competence.
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An Investigation of High School Students' Perceptions of Talkativeness, Apprehension, and Willingness To Talk Variables.
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An Investigation of the Academic Exit Interview.
15p. L1 ED 439 472

Is It a Dream? Critical Pedagogy in Bilingual, Elementary Classrooms.
23p. L1 ED 440 103

Issues in Multi-Cultural Counseling Supervision.
7p. L1 ED 439 341

It Looks Like a Goose: Composing for the Informational Needs of Readers.
29p. L1 ED 439 437

Japanese College Students Speak about Their Fear of Communication: Thematic Analysis through SPSS TextSmart.
25p. L1 ED 439 450

The Journey Begins: First Year Activities of the MUSI Mathematics/Science Resource Teachers. A Report on the Milwaukee Urban Systemic Initiative.
69p. L1 ED 439 943

Language as Access to Mathematics Learning and Technology in a Title I School.
26p. L1 ED 439 696

Learners' Perceptions and Learning Styles in the Integrated Mode of Web-Based Environment.
9p. L1 ED 439 699

Learning and Earning: The Impact of Paid Employment on Young People in Full-Time Education.
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The Learning Experience of Chinese Students in American Universities: A Cross-Cultural Perspective.
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Learning Outcomes for the 21st Century: Report of a Community College Study.
68p. L1 ED 439 751

Lessons Learned: Implementation of the Milwaukee Urban Systemic Initiative in Years One and Two. Report for the Milwaukee Public Schools.

Integration of the Resources of the Guidance and Counseling via Internet: Development of the "Guidance Network System (GNS)" in Taiwan.	10p.	L1	ED 439 346
The Interaction of Standards-Based Reform and Inclusion in New Jersey's Fourth Grade Classrooms: Are They Perfect Together?	36p.	L1	ED 439 804
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Safe Schools--Safe Students: Guidelines for Implementing Discipline Procedures under the New Individuals with Disabilities Education Act (IDEA). A Resource Guide for School Boards, Superintendents, Directors, Principals, Teachers, Support Staff, and Parents. Second Edition.	124p.	L1	ED 439 567
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The Source for Dyslexia and Dysgraphia.	308p.	L3	ED 439 539
Standardized Testing: Undermining Equity in Education. Report Prepared for the National Issues in Education Initiative = Les Tests Standardises: Atteinte a L'Equite en Education. Rapport Prepare dans le Cadre de la Campagne des Dossiers Nationaux en Education.	153p.	L1	ED 440 107
Starting Out Right: A Guide to Promoting Children's Reading Success. Specific Recommendations from America's Leading Researchers on How To Help Children Become Successful Readers.	193p.	L1	ED 439 781
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Native Dwellings of North America, Grades 3 to 6. Teacher's Kit.	65p.	L2	ED 439 976
Northampton Community College Adult Learner Competencies Implementation. Final Report, 1998-1999 and Adult Learner Competencies Implementation Manual for Workshops #1 and #2 and NCC Competencies-Based Lesson Plan "Mini-Bank".	144p.	L1	ED 439 241
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A Pathway to Continued Success on the Job. A Final Report, July 1, 1998-June 30, 1999 and Product.	131p.	L1	ED 439 242
Paving a Path for the Future: Comparing Israel and Jordan.	32p.	L1	ED 440 012
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Read from Sea to Shining Sea. Arizona Reading Program. Program Manual.	414p.	L1	ED 439 719
Read, Play, and Learn! Storybook Activities for Young Children. The Transdisciplinary Play-Based Curriculum. Collection 1: Modules 1-8.	584p.	L3	ED 439 846
Read, Play, and Learn! Storybook Activities for Young Children. The Transdisciplinary Play-Based Curriculum. Collection 2: Modules 9-16.	584p.	L3	ED 439 847

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7p. L1 ED 439 477

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5p. L1 ED 439 390

(090) Legal/Legislative/Regulatory Materials

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31p. L1 ED 439 789

Early Childhood Programs: Characteristics Affect the Availability of School Readiness Information. Report to the Chairman, Subcommittee on Oversight of Government Management, Restructuring, and the District of Columbia, Committee on Governmental Affairs,U.S. Senate.
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7p. L1 ED 439 499

Guidelines for Gifted and Talented Education in Colorado.
8p. L1 ED 439 533

Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools.
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Kansas Curricular Standards for Music Education, 1998.
259p. L1 ED 440 015

Maryland Adult English as a Second Language Program Standards.
56p. L1 ED 439 627

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Proposed Academic Standards for Civics and Government--05/10/99.
39p. L1 ED 440 003

The Relationship between Environmental Quality of School Facilities and Student Performance. Energy Smart Schools: Opportunities To Save Money, Save Energy and Improve Student Performance. A Congressional Briefing to the U.S. House of Representatives Committee on Science.
7p. L1 ED 439 594

State of Delaware Visual and Performing Arts Content Standards: Music, Visual Arts, Theatre, Dance, November 1997.
246p. L1 ED 440 019

(100) AudioVisual Non-Print Materials

All about Amphibians. Animal Life for Children. Videotape .
0p. L3 ED 439 913

(132) Reference Materials - Directories/Catalogs

Alabama Public Library Service: Library Directory and 1997 Statistical Report.
177p. L1 ED 439 728

Alabama Public Library Service: Library Directory and 1998 Statistical Report.
179p. L1 ED 439 727

American Indian Vocational Rehabilitation Directory, 2000.
81p. L1 ED 439 900

Catalog of School Reform Models. First Edition.
215p. L1 ED 439 510

Georgia Environmental Education Teacher Resource Guide.
135p. L1 ED 439 929

Indian Vocational Education Program: Project Summaries for Program Years 1999-2000. Continuation Grants and New Grants.
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Innovative Programs. Shortening Children's Stays in Temporary Care, Part Two. Family to Family: Tools for Rebuilding Foster Care.
101p. L1 ED 440 188

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165p. L1 ED 439 643

The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books. 2000 Edition.
167p. L3 ED 439 714

Report on Admission of Students under the Age of Eighteen, (A.R.S. 15-1821), FY 1998-1999.
39p. L1 ED 439 759

(134) Reference Materials - Vocabularies/Classifications

Diagnostic Classification 0-3: Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood.
137p. L1 ED 439 564

(140) Reports - General

"Visioning the Whole Elephant": The Case for a Provincial Family Literacy Strategy.
14p. L1 ED 439 432

(141) Reports - Descriptive

Accuracy of Individual Scores Expressed in Percentile Ranks: Classical Test Theory Calculations. CSE Technical Report.
62p. L1 ED 440 134

Accuracy of Year-1, Year-2 Comparisons Using Individual Percentile Rank Scores: Classical Test Theory Calculations. CSE Technical Report.
24p. L1 ED 440 133

Toward Teaching/Learning/Assessment Reform: A Five Year Exploration of Using Written Retellings as a Congruent Dimension of an Integrative Literacy Curriculum.	31p.	L1	ED 439 411
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Training Development and Implementation. Final Report, Fiscal Year 1998-1999.	46p.	L1	ED 439 244
Transition of Navajo Special Education Students in a Rural Environment.	7p.	L1	ED 439 877
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Transportation Education and Outreach Pilot Program Targeting Students in Grades K-12. Final Report.	85p.	L1	ED 439 912
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Weaving Christ's Seamless Garment: Assessment of Catholic Religious Education.	139p.	L1	ED 440 016
What Do Preservice Teacher Educators Need To Know about Technology? Using ISTE/NCATE Standards To Define and Develop Competencies.	20p.	L2	ED 440 064
When Self-Pleasuring Becomes Self-Destruction: Autoerotic Asphyxiation.			

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Low-Income Students: Who They Are and How They Pay for Their Education. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.	114p.	L1	ED 440 189
Managing Printing Services. SPEC Kit 254.	121p.	L2	ED 439 725
Measuring the Quality of Communication Linkages between Farmers and the Agricultural Agencies Responsible for the Diffusion of Innovations in the South West Province of Cameroon. A Summary Report of Research. Department Information Bulletin.	81p.	L1	ED 439 296
Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches.	240p.	L3	ED 439 469
Mentoring Parents: Support for Families of Early Adolescents.	23p.	L1	ED 439 783
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A New Emerging Role for School Counselors: Communication Activity Therapy (CAT) for Families.
7p. L1 ED 439 362

A New Vision for Public Broadcasting: The Summons to Rebuild.
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On Social Interactions through the Reported Dreams of Japanese Students by the Hall and van de Castle Scales.
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On-Line Tutoring by Preservice Teachers.
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The One, Two Punch! General Education and Teacher Education Curricula at a Small, Independent, Liberal Arts College for All Students Including Pre-Service Teachers.
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Operationalizing the Ability Chunk of Super's Vocational Theory.
5p. L1 ED 439 331

Organizational Learning and the Culture of Reform: Operationalizing the "Organizations as Brains" Metaphor.
24p. L1 ED 439 522

Parenting and Teaching in Perspective.
33p. L1 ED 439 835

Parents As Change Agents: Overview of the Arizona Department of Education, Parent Information Network.

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Testing To Learn, Learning To Test: Improving Educational Testing in Developing Countries.	214p.	L1	ED 440 141
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Transforming Further Education and Training in South Africa: A Case Study of Technical Colleges in KwaZulu-Natal. Volume One: Qualitative Findings and Analysis.	269p.	L1	ED 439 251
Turning Kids on to Research: The Power of Motivation. Information Literacy Series.	199p.	L3	ED 439 689
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Attraction and Retention of High School Principals.	62p.	L2	ED 439 487
Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform. The Jossey-Bass Education Series.	385p.	L3	ED 439 491
Behind Closed Doors: Teachers and the Role of the Teachers' Lounge.	187p.	L3	ED 440 055
Born in December: Ready for School?	13p.	L1	ED 439 815
A Brief, Free and Standardised Assessment of Interests for Use in Educational and Vocational Guidance. Occasional Paper Number 12.	43p.	L1	ED 440 120
The California Cauldron: Immigration and the Fortunes of Local Communities.	239p.	L3	ED 439 894
Canadian Schoolhouse in the Red. The First National Study of School Facilities.	32p.	L1	ED 439 586
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The Chat Room as an Integral Part of the Virtual Classroom in Distance Learning Program Design for Adult Learners.	29p.	L1	ED 439 252
Child Attachment and Family Environment Differences of Adolescent Children with ADHD and/or Conduct Disorder.	48p.	L1	ED 439 558
CHS Follow-Up Data. For Persons Entering the Institution, Spring 1994-Fall 1995, N=9518. First Preliminary Findings.	6p.	L1	ED 439 288

28p. L1 ED 439 906

Attraction and Retention of High School Principals.
62p. L2 ED 439 487

Becoming Consumers of Our Own Research: What Really Makes a
Difference in Improving Learning?
6p. L1 ED 440 078

Behavior Counseling Parents of Special Children.
5p. L1 ED 439 354

"Being a Decent Human Being Is a Modern Way To Be a Warrior."
6p. L1 ED 439 367

Benevolent Dictation to Guidance Abandonment.
6p. L1 ED 439 379

Bibliographie pour enseigner le francais des affaires
(Bibliography for Business French Instruction).
8p. L1 ED 439 615

Breaking Boundaries: Preparing Educational Leaders To Be Policy
Advocates.
28p. L1 ED 439 515

Building Inclusive School and Pre-School Communities.
7p. L1 ED 439 880

CalStateTEACH: The Origins and Emergence of a State University
Distributed Learning Teacher Education Program.
11p. L1 ED 440 062

Capitalizing Distance Technologies To Benefit Rural Children and
Youth with Visual Disabilities.
6p. L1 ED 439 881

Career Counseling for New Chinese Immigrants: Clinical Issues
and Practical Recommendations.
9p. L1 ED 439 327

Career Development and Counseling Strategies in an Age of
Technology.
7p. L1 ED 439 318

The Challenge of Grief: Counseling the Survivors.
7p. L1 ED 439 343

Character Education: The Missing Ingredient of Preservice
Teacher Education Programs.
11p. L1 ED 440 069

Child Attachment and Family Environment Differences of
Adolescent Children with ADHD and/or Conduct Disorder.
48p. L1 ED 439 550

A Classwide Peer-Assisted Self-Management Program All Teachers
Can Use: Adaptations and Implications for Rural Educators.
7p. L1 ED 439 868

Collaboration and Role Release: Can Diverse Special Education
Teachers & Regular Education Teachers Work Together To Serve
Students with Visual Impairment or with Learning Disabilities?
7p. L1 ED 439 870

Verifying the Educational Value Orientations in the Curricular Decision Making Process of Pre-Service Teachers.
9p. L1 ED 440 059

The Vexing Problem of Perennial Substitute Teacher Shortage in Ohio.
17p. L1 ED 440 050

Video Games: A Potential New World.
7p. L1 ED 439 326

A Vision of an Intelligent Island.
8p. L1 ED 439 314

Vocational Training for the Disabled in Taiwan, Republic of China.
14p. L1 ED 439 300

We're Prescriptivists. Isn't Everyone?
19p. L1 ED 439 433

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20p. L2 ED 440 064

What Exactly Is a Family?
6p. L1 ED 439 375

What Rural Entrepreneurs Tell Us about Entrepreneurial Training Needs.
6p. L1 ED 439 892

When Self-Pleasuring Becomes Self-Destruction: Autoerotic Asphyxiation.
27p. L1 ED 440 081

Who Gets the Credit and Who Gets the Blame: Principals' Background Complexity and Shared Governance Reforms.
38p. L1 ED 439 479

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7p. L1 ED 439 878

Worldview and Counseling: Perceptions of Singaporean Students.
6p. L1 ED 439 345

Writing Center Internships: The Case for Collaboration and Integration?
15p. L1 ED 439 428

Young Children's Representations of Earth Materials on the Science Journal Page.
11p. L2 ED 439 945

(160) Tests/Questionnaires

Administration of Web versus Paper Surveys: Mode Effects and Response Rates.
87p. L1 ED 439 694

Behind Closed Doors: Teachers and the Role of the Teachers'

AA - ERIC Processing and Reference Facility

AA001320	ED439219

CE - Adult, Career, and Vocational Education

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SP - Teaching and Teaching Education

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CG - Counseling and Student Services

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TM - Assessment and Evaluation

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CS - Reading, English, and Communication

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EA - Educational Management

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EC - Disabilities and Gifted Education

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EF - Eric Facility

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FL - Language and Linguistics

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IR - Information and Technology

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IR019942	ED439673
IR019943	ED439674
IR019944	ED439675
IR019945	ED439676
IR019946	ED439677//
IR019947	ED439678//
IR019950	ED439679//
IR019951	ED439680
IR019952	ED439681//
IR019953	ED439682
IR019954	ED439683
IR019955	ED439684
IR019957	ED439685
IR019958	ED439686
IR019959	ED439687
IR019960	ED439688
IR019961	ED439689//
IR019962	ED439690
IR019963	ED439691
IR019966	ED439692
IR019967	ED439693
IR019968	ED439694
IR019969	ED439695
IR019970	ED439696
IR019971	ED439697
IR019972	ED439698
IR019973	ED439699

IR019974	ED439700
IR019982	ED439701
IR020287	ED439702
IR020288	ED439703
IR057795	ED439704//
IR057796	ED439705
IR057797	ED439706
IR057799	ED439707
IR057802	ED439708
IR057803	ED439709
IR057804	ED439710
IR057805	ED439711
IR057806	ED439712
IR057807	ED439713//
IR057808	ED439714//
IR057809	ED439715
IR057810	ED439716//
IR057811	ED439717
IR057812	ED439718
IR057813	ED439719
IR057814	ED439720
IR057815	ED439721
IR057816	ED439722
IR057817	ED439723//
IR057818	ED439724//
IR057819	ED439725
IR057820	ED439726//
IR057821	ED439727
IR057822	ED439728
IR057823	ED439729
IR057824	ED439730
IR057825	ED439731
IR057826	ED439732//

JC - Community Colleges

JC000201	ED439733
JC000204	ED439734
JC000241	ED439735//
JC000243	ED439736
JC000244	ED439737
JC000245	ED439738
JC000246	ED439739
JC000247	ED439740
JC000248	ED439741
JC000249	ED439742
JC000250	ED439743
JC000251	ED439744
JC000252	ED439745
JC000253	ED439746
JC000255	ED439747
JC000262	ED439748
JC000263	ED439749
JC000264	ED439750
JC000265	ED439751
JC000267	ED439752
JC000268	ED439753
JC000270	ED439754
JC000271	ED439755
JC000272	ED439756
JC000273	ED439757
JC000274	ED439758//
JC000275	ED439759
JC000276	ED439760

JC000283	ED439761
JC000284	ED439762
JC000286	ED439763
JC000287	ED439764
JC000288	ED439765
JC000289	ED439766
JC000290	ED439767
JC000291	ED439768
JC000292	ED439769
JC000293	ED439770
JC000294	ED439771
JC000295	ED439772
JC000296	ED439773
JC000297	ED439774

PS - Elementary and Early Childhood Education

PS027155	ED439775//
PS027795	ED439776
PS028031	ED439777//
PS028150	ED439778
PS028283	ED439779
PS028317	ED439780
PS028357	ED439781
PS028363	ED439782
PS028365	ED439783
PS028366	ED439784
PS028367	ED439785
PS028368	ED439786
PS028369	ED439787
PS028372	ED439788
PS028373	ED439789
PS028377	ED439790
PS028378	ED439791
PS028381	ED439792//
PS028396	ED439793
PS028398	ED439794
PS028399	ED439795
PS028400	ED439796
PS028401	ED439797
PS028402	ED439798
PS028404	ED439799
PS028405	ED439800
PS028406	ED439801
PS028411	ED439802
PS028414	ED439803//
PS028415	ED439804
PS028416	ED439805
PS028419	ED439806//
PS028420	ED439807
PS028421	ED439808
PS028423	ED439809
PS028424	ED439810
PS028425	ED439811
PS028426	ED439812
PS028427	ED439813
PS028428	ED439814
PS028429	ED439815
PS028430	ED439816
PS028431	ED439817
PS028432	ED439818
PS028433	ED439819
PS028434	ED439820
PS028435	ED439821

PS028437	ED439822
PS028438	ED439823
PS028440	ED439824
PS028441	ED439825
PS028444	ED439826
PS028445	ED439827
PS028446	ED439828
PS028447	ED439829
PS028448	ED439830//
PS028449	ED439831//
PS028451	ED439832
PS028452	ED439833
PS028453	ED439834
PS028455	ED439835
PS028458	ED439836
PS028459	ED439837
PS028460	ED439838//
PS028461	ED439839
PS028462	ED439840//
PS028463	ED439841//
PS028464	ED439842
PS028466	ED439843
PS028467	ED439844
PS028468	ED439845
PS028493	ED439846//
PS028494	ED439847//
PS028495	ED439848//
PS028521	ED439849
PS028522	ED439850
PS028523	ED439851
PS028524	ED439852
PS028525	ED439853
PS028526	ED439854
PS028527	ED439855
PS028528	ED439856
PS028529	ED439857

RC - Rural Education and Small Schools

RC022183	ED439858//
RC022233	ED439859//
RC022291	ED439860
RC022292	ED439861
RC022301	ED439862
RC022324	ED439863//
RC022335	ED439864
RC022337	ED439865
RC022338	ED439866
RC022339	ED439867
RC022340	ED439868
RC022341	ED439869
RC022342	ED439870
RC022343	ED439871
RC022344	ED439872
RC022345	ED439873
RC022346	ED439874
RC022347	ED439875
RC022348	ED439876
RC022349	ED439877
RC022350	ED439878
RC022351	ED439879
RC022352	ED439880
RC022353	ED439881
RC022354	ED439882

RC022355	ED439883
RC022356	ED439884
RC022357	ED439885
RC022358	ED439886
RC022359	ED439887
RC022360	ED439888
RC022361	ED439889
RC022362	ED439890
RC022363	ED439891
RC022364	ED439892
RC022365	ED439893
RC022366	ED439894//
RC022367	ED439895
RC022368	ED439896
RC022369	ED439897
RC022371	ED439898
RC022375	ED439899
RC022376	ED439900
RC022377	ED439901

SE - Science, Mathematics, and Environmental Education

SE063014	ED439902
SE063177	ED439903
SE063180	ED439904
SE063225	ED439905
SE063228	ED439906
SE063242	ED439907
SE063249	ED439908//
SE063252	ED439909
SE063270	ED439910//
SE063274	ED439911
SE063275	ED439912
SE063320	ED439913//
SE063321	ED439914//
SE063322	ED439915//
SE063324	ED439916//
SE063325	ED439917//
SE063326	ED439918//
SE063327	ED439919//
SE063328	ED439920//
SE063329	ED439921//
SE063330	ED439922//
SE063331	ED439923//
SE063332	ED439924//
SE063333	ED439925//
SE063351	ED439926
SE063353	ED439927
SE063354	ED439928
SE063355	ED439929
SE063356	ED439930//
SE063359	ED439931
SE063361	ED439932
SE063362	ED439933
SE063364	ED439934//
SE063366	ED439935//
SE063367	ED439936
SE063368	ED439937
SE063378	ED439938
SE063380	ED439939
SE063381	ED439940
SE063382	ED439941
SE063383	ED439942
SE063384	ED439943

SE063442	ED439944
SE063443	ED439945
SE063444	ED439946
SE063446	ED439947
SE063447	ED439948
SE063448	ED439949
SE063449	ED439950
SE063450	ED439951
SE063451	ED439952
SE063452	ED439953
SE063453	ED439954
SE063454	ED439955
SE063455	ED439956
SE063457	ED439957
SE063462	ED439958
SE063464	ED439959
SE063465	ED439960
SE063484	ED439961
SE063485	ED439962
SE063487	ED439963
SE063488	ED439964
SE063489	ED439965
SE063490	ED439966
SE063491	ED439967

SO - Social Studies/Social Science Education

SO027218	ED439968
SO027309	ED439969
SO027310	ED439970
SO027311	ED439971
SO027312	ED439972
SO027313	ED439973
SO027314	ED439974
SO027315	ED439975
SO028625	ED439976
SO028680	ED439977
SO028731	ED439978
SO028751	ED439979
SO028843	ED439980
SO028925	ED439981
SO028928	ED439982
SO028929	ED439983
SO028930	ED439984
SO028976	ED439985//
SO029043	ED439986
SO029974	ED439987
SO030591	ED439988
SO030830	ED439989//
SO030853	ED439990
SO030947	ED439991
SO030951	ED439992
SO031076	ED439993
SO031135	ED439994
SO031265	ED439995
SO031266	ED439996
SO031267	ED439997

SO - Social Studies/Social Science Education (continue)

SO031270	ED439998//
SO031282	ED439999
SO031283	ED440000
SO031284	ED440001
SO031285	ED440002